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ABSTRACT

One component of the Reading Plan for Michigan is to develop and implement methods of assessing children's progress in acquiring early literacy skills and of communicating their status and progress to other teachers and parents. This document presents an assessment and instructional system, the Michigan Literacy Progress Profile 2001 (MLPP 2001), a means for teachers to assess students' literacy strengths and connect that information to instructional decision-making within classrooms serving Michigan children. The document gives an overview of Michigan's literacy system, discusses the use of the MLPP 2001, and describes the organization of assessments in the MLPP 2001. Assessment tools are then presented in the following sections: (1) literacy attitudes; (2) oral language (speaking, listening); (3) phonological awareness; (4) comprehension; (5) writing; (6) concepts of print; (7) oral reading; (8) letter/sound identification; (9) sight/decodable word list, learning of high-frequency words; (10) known words, how children internalize and apply spelling patterns and rules; and (11) hearing and recording sounds, growth in spelling and letter/sound correspondence. Each section includes a rationale for assessment in that area, definitions, an overview of assessment tools available for children in preschool through Grade 3, assessment guidelines, and references used to develop the assessment tools. (KB)

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Michigan Literacy Progress Profile

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Michigan Literacy Progress Profile

Michigan Department of Education
Lansing, Michigan
2001

The Michigan Department of Education plans to revise this document in the coming years to reflect ongoing evaluation and federal legislation.

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Table of Contents

		Page
	Registration/Surveys	vii
	Purpose of *MLPP 2001*	xi
	Overview of the *Reading Plan for Michigan*	1
	Who Uses the *MLPP 2001*?	3
	Michigan Literacy Progress Profile 2001: A System for Assessment and Instruction	4
	Description and Organization of Assessments	7
Section I	Literacy Attitudes	1.1
Section II	Oral Language	2.1
	Assessment Guidelines for Expressive Language (Speaking)	2.7
	Assessment Guidelines for Receptive Language (Listening)	2.9
Section III	Phonological Awareness	3.1
	Rhyme	3.3
	Phoneme Blending	3.6
	Phoneme Segmentation	3.9
Section IV	Comprehension	4.1
Section V	Writing	5.1
	Spelling	5.25
Section VI	Concepts of Print	6.1
Section VII	Oral Reading	7.1
Section VIII	Letter/Sound Identification	8.1
Section IX	Sight Word/Decodable Word List	9.1
Section X	Known Words	10.1
Section XI	Hearing and Recording Sounds	11.1
Section XII	Instructional Resources	12.1

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Michigan Literacy Progress Profile (MLPP) 2001

Notebook Registration Form and Survey

Teacher Survey

The purpose of this registration form is to provide valuable data to the Michigan Department of Education as well as to create a complete mailing data bank that will allow timely distribution of any changes and/or additions to the *MLPP 2001*. Any data collected are for the purpose of state-level planning which will include information, as factual and accurate as possible, about the use of the *MLPP 2001* in literacy programs throughout Michigan.

Failure to complete and return this registration could result in missing any corrections, updates, or revisions that may be mailed to educators across Michigan.

Once you have received the *MLPP 2001*, please complete the applicable information and return this registration to:

Michigan Department of Education
Office of School Excellence
Curriculum Leadership Unit
P. O. Box 30008
Lansing, MI 48909
ATTN: Bonnie Rockafellow
(517) 241-4779

Name _____

Intermediate School District or Regional Educational Service Agency _____

School District _____ Building _____ Title _____

1. Level of education
   ❑ Bachelor ❑ Master ❑ Master Plus 30 Credits ❑ Education Specialist ❑ Ph.D. ❑ Ph.D. Plus
2. College/University granting degree _____
3. Teacher certification for grades _____
4. Number of years teaching _____
5. Number of years at K-3 level _____
6. Current instructional position _____
7. Grade level(s) _____
8. Class size (number of students) _____
9. *MLPP* level of training ❑ 1st (User) ❑ 2nd (Trainer)
10. Number of days of training ❑ 2 Days ❑ 3 Days ❑ 5 Days ❑ 8 Days ❑ 10 Days
11. Your Regional Literacy Training Center _____
12. Years using *MLPP* (may include pilot experience) 0 1 2

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Please answer the following questions:

13. What is your understanding of your school district's policy regarding the use of the *MLPP 2001*?

14. The portfolio created through use of the ***MLPP*** is used in the following ways in our classroom, building, and/or school district:

    Classroom

    Building

    School District

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Building Administrator Survey

The following survey is to provide information to facilitate professional development efforts across the state of Michigan. Administrators need to complete and return only one survey. **If you are a teacher receiving this *MLPP 2001*, please give this survey to your administrator to be completed and mailed to:**

Michigan Department of Education
Office of School Excellence
Curriculum Leadership Unit
P. O. Box 30008
Lansing, MI 48909
ATTN: Bonnie Rockafellow
(517) 241-4779

Name _____

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3. Number of years teaching _____
4. Number of years at K-3 level _____
5. Number of years in administration _____
6. Current position _____
7. Grade level(s) _____
8. Total enrollment _____
9. *MLPP* level of training ❑ 1st (User) ❑ 2nd (Trainer)
10. Number of days of training ❑ 2 Days ❑ 3 Days ❑ 5 Days ❑ 8 Days ❑ 10 Days
11. Your Regional Literacy Training Center _____
12. Years using *MLPP* (may include pilot experience) 0 1 2
13. Number of teachers in building using *MLPP* _____

Building Administrator Survey page 2

Please answer the following questions:

14. How are the *MLPP* portfolios used from year to year?

15. What student-selected items are stored in the *MLPP* portfolio?

16. Where are the *MLPP* portfolios stored?

17. When does the *MLPP* portfolio get transferred to the child's new teacher?

18. How are student profiles used from year to year?

19. What building policies do you have regarding use of the *MLPP*?

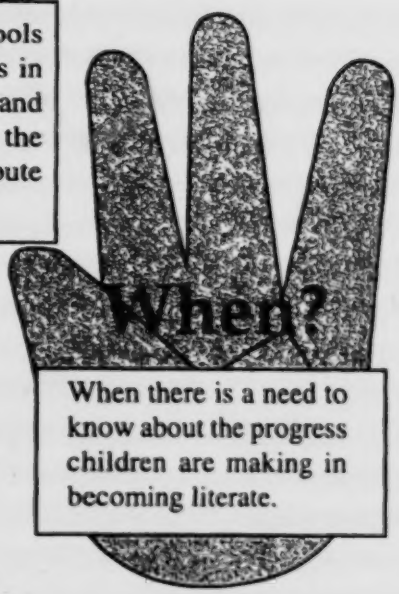
20. What is your description of a balanced, comprehensive early literacy program?

21. How does your building's classroom instruction reflect the balanced literacy view captured in the *MLPP 2001*?

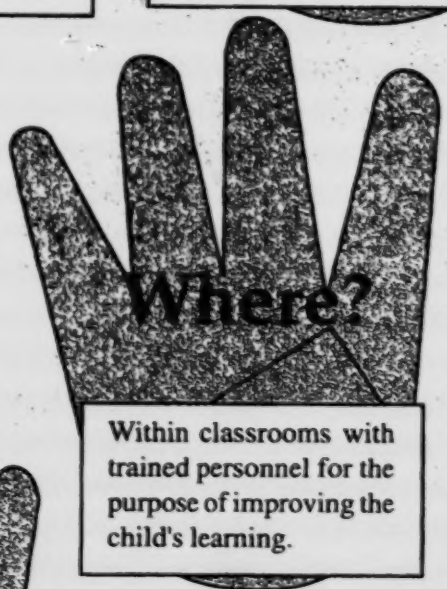
The *Michigan Literacy Progress Profile*
is to be used by trained educators
to determine and document student growth
in the areas of literacy development
for the purpose of improving
the learning opportunities for students.

Every Michigan child through grade three will have opportunities to show what s/he knows about reading, writing, and speaking as s/he progresses toward becoming an independent reader.

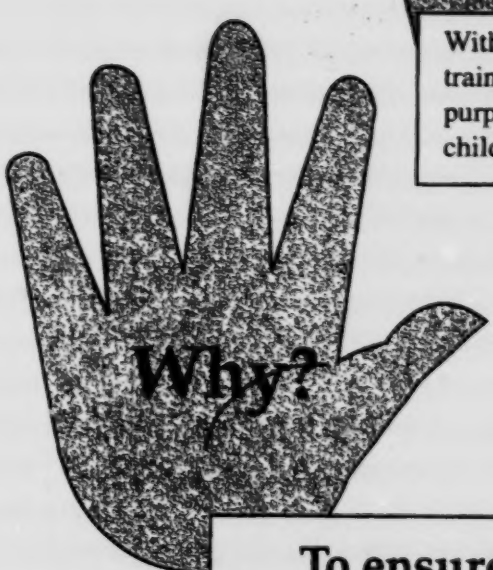
A collection of assessment tools to determine a child's progress in her/his development of written and oral language. These tools tap the areas that are known to contribute to becoming literate.



When there is a need to know about the progress children are making in becoming literate.



Within classrooms with trained personnel for the purpose of improving the child's learning.



Michigan Literacy Progress Profile

To ensure that all Michigan children are independent readers by the end of grade three.

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Overview of Michigan's Literacy System

WHERE WE HAVE BEEN

Michigan's children will have every opportunity to read well and independently by the end of the third grade. This goal is consistent with our previous statewide efforts to improve reading. These four components from a *Reading Plan for Michigan (RPM)* demonstrate that commitment:

1. An outreach to parents of preschool children to help them recognize the importance of reading to their children in the early years and to provide them tools to accomplish this;
2. A method of assessing children's progress in acquiring early literacy skills;
3. A way to communicate children's status and progress to other teachers and parents; and
4. A summer school reading program that would offer intensive intervention to children experiencing difficulties in learning to read.

Community leaders and literacy experts provide advice and oversight to the Michigan Department of Education (MDE) staff and the MDE Early Literacy Committee in the development and implementation of these components in Michigan's Literacy System.

The first component is addressed by the design and dissemination of the Read, Educate, and Develop Youth (R.E.A.D.Y.) kits. Michigan families have received these kits with great enthusiasm. The second and third components of the *RPM* are to assess and communicate children's progress across educational experiences to teachers and parents. Consequently, the *Michigan Literacy Progress Profile (MLPP)* was developed to assess students' literacy strengths and connect that information to instructional decision-making within classrooms serving Michigan children.

WHERE WE ARE NOW

The *MLPP 2001* is an assessment and instructional system that provides a means for teachers to document and explain what they know about a child's literacy learning and performance levels. The assessment tools, instructional strategy guidance, portfolio, and individual student profile allow a common language across classrooms and schools as a child progresses through early literacy experiences. The *MLPP 2001* is a dynamic document that is evolving and changing in response to teachers' comments and suggestions received from across Michigan. This is the second edition of the *MLPP*. It has several additional components, along with revisions to the original tools, to provide a more comprehensive assessment and instructional system. The assessments which allow the teacher to dig deeper into what children understand about literacy and how they process text have been adjusted, while those instruments that assess the milestone behaviors of literacy have changed greatly.

An additional, separate parent communication piece, *Family FUNdamentals for Literacy* (*FFL*), has been created for teacher use. The *FFL* is a teacher resource tool that is directly aligned with the *MLPP 2001*. It provides ideas and reinforcement experiences for families to use at home. In the spring of 2000, the *FFL* was piloted in 75 classrooms across Michigan. It is currently under revision and anticipated to be available in late 2002.

The summer school component of Michigan's Literacy System also includes the *MLPP 2001*. Additional *MLPP 2001* projects under development will support the implementation of individualized assessment and connected instruction during summer school. The goal is to provide the opportunity for a seamless continuation of learning from the traditional school year placement through summer school and into the new school year.

WHERE WE ARE GOING

It is the plan of the Michigan Department of Education (MDE) to add to our data collection from teachers and parents regarding the use of the *MLPP 2001* in the classroom during the regular school year. Much of our evaluation and data collection efforts have revolved around summer school programs. Several sample documents created during summer school evaluation efforts are included in the Instructional Resources section of the *MLPP 2001*. It is our hope that educators will adapt these sample documents in creating their district evaluation plan. While the *MLPP 2001* is NOT expected to (and WILL NOT) provide normative data, it DOES provide a means to connect instructional strategies and individual student progress and inform literacy instructional decisions. An evaluation plan, using the *MLPP 2001* as a set of assessment instruments for preschool through grade three until the year 2003, is being developed. Each year evaluation data will be collected from classrooms across Michigan and from sample sites to determine the *MLPP 2001*'s effectiveness for assessing student progress and informing instruction. These data will provide a view of how *MLPP 2001* assessment and instruction are supporting the early literacy progress of children in Michigan.

The MDE continues to develop the Michigan Professional Resource and Instructional Materials in Education (MI PRIME). This is a technology resource package that combines assessment tools and instructional components to support teachers in fostering literacy achievement for all students.

Several additional initiatives are ongoing during the next three years. While assessment tools in the *MLPP 2001* remain consistent over this period of time, the professional development and support elements will change. During the coming year, the Early Literacy Committee will discuss and explore research aimed at strengthening the instructional strategy and management sections of the *MLPP 2001*.

Just as the *MLPP 2001* is dynamic, so are teachers' knowledge and practice in guiding a child in her/his literacy achievement. During the next three years, we will continue to support teachers as they practice reflective teaching.

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Who Uses the *MLPP 2001*?

Teachers in public schools, public school academies, or private schools using the *MLPP 2001* for informing instructional decisions are the primary consumers of this document. Since the *MLPP 2001* requires a minimum of 35 hours of training, classroom teachers and other educators involved with classroom instruction may be using the *MLPP 2001* for professional development. This training helps build an understanding of the effect of assessing student performance and adjusting instruction in order to gain accelerated student achievement.

Administrators may find the *MLPP 2001* helpful in determining how to address specific professional development program concerns. Administrators may observe teachers' use of the *MLPP 2001* as a tool for monitoring instruction to assure an informed and balanced approach to literacy. As teachers use the *MLPP 2001* and become reflective about their practice, strategic teaching knowledge will be enhanced and needs can be identified for professional development. Therefore, the allocation of professional development resources may be adjusted for a school building as teachers become aware of and request specific knowledge-building opportunities.

Teacher education professionals may use the *MLPP 2001* document to provide awareness and focus for pre-service teachers during teacher preparation programs. By experiencing an awareness session about the *MLPP 2001* within an undergraduate class, pre-service teachers may have more knowledge when applying literacy instruction and assessment in the classroom. An opportunity for basic *MLPP 2001* training (minimum of 35 hours), as an elective course within the institutions of higher education, may provide pre-service teachers with opportunities to connect knowledge of literacy instruction and assessment in ways that are compatible with the *Reading Plan for Michigan*.

Michigan Literacy Progress Profile 2001: A System for Assessment and Instruction

The *MLPP 2001* is a system for assessment and instruction. It provides a consistent way to observe, assess, instruct, document, and articulate a child's early literacy progress.

The *MLPP 2001* contains a wide variety of research-based assessment tools and instructional strategies that provide appropriate learning experiences to scaffold a child's literacy growth through developmental levels. These tools present teachers and parents with information about what an individual child knows and can do well as s/he uses literacy to become a strategic and thoughtful communicator. The single most important goal of all assessment is to increase student learning. Therefore, the assessments included are designed to guide and support instruction. The teacher's knowledge will determine what assessments are needed at each point in a child's learning. Every child will not need every assessment.

The most fundamental distinction among the assessment tools included in this kit is between tools assessing progress on "milestone behaviors" and those assessing "enabling skills." A milestone behavior assessment requires multiple skills operating in an integrated manner to achieve success. Each milestone behavior task provides the opportunity for teachers to "take stock" as students demonstrate the behaviors that recur throughout their literacy development. Milestone behaviors include:

- Literacy Attitudes
- Oral Language
- Comprehension
- Writing
- Oral Reading

Milestone behaviors should be assessed on a regular basis throughout the school year (about every three or four months), and progress should be charted within and across grade levels. Noting progress on these milestone behaviors helps the teacher understand how well the student can apply the knowledge and skills s/he is learning.

Enabling skills, such as phonemic awareness, letter/sound correspondence, and concepts of print, are different from milestone behaviors. They are called enabling skills because they "enable" students to successfully complete the types of real reading and writing that are included in milestone behaviors. Children who are making good progress on milestone behaviors probably are doing well on the enabling skills; for example, a child who can successfully read first reader-level material at the end of grade one is probably making adequate progress on developing phonological awareness skills, letter/sound correspondences, and a healthy sight word repertoire. When children fall short of the reading/writing standards for their age and grade level, it is time to carefully look at their enabling skills. A child may lack fluency due to poor decoding skills which may, in turn, be hampered by a lack of phonological awareness (the ability to hear the separate sounds in spoken words). When children do not seem to be making expected progress, we must dig deeper and look more closely at appropriate enabling skills.

So our advice is: Assess the milestone behaviors (using the Literacy Attitudes, Oral Language, Comprehension, Writing, and Oral Reading assessments) on a regular schedule (three to four times per year). The enabling skills assessments should be given on an as-needed basis following teacher reflection on the results from the milestone behavior assessments.

Children acquire literacy skills at varying rates. Many children experience rapid growth spurts and plateaus as they journey toward increasingly higher levels of literacy. Some children even seem to regress as they practice strategies on more difficult and demanding texts. The assessments included in this profile can help teachers monitor children's growth and select appropriate instructional strategies to address children's *next steps*. In general, students progressing on the milestone behavior assessments are moving along the path toward independent reading. They probably seldom require extensive digging deeper probes.

Children who move haltingly deserve more careful observation and more careful examination of the skills assessed in this profile. Most of the assessments are designed to be given individually so teachers can see which literacy skills each child "owns" and "uses" independently and consistently. On the basis of this information, teachers can plan individual instructional goals for the child and design learning experiences which will move the child toward achieving the rigorous literacy benchmarks described in the *Michigan Curriculum Framework* English Language Arts Standards.

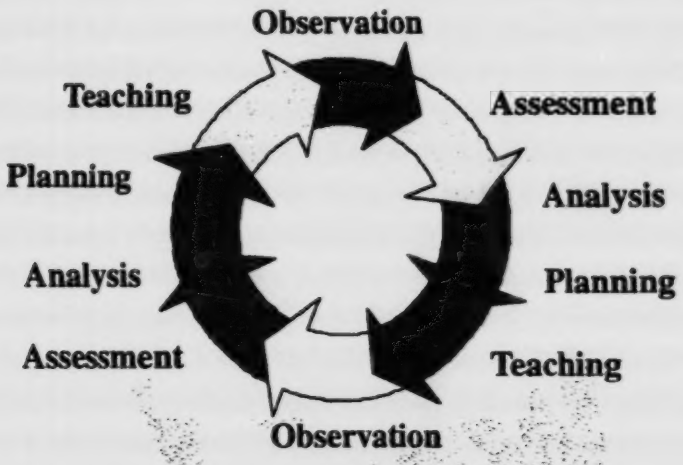
The *MLPP 2001* provides a means for ensuring that all children become independent readers and writers by the end of third grade. **Assessment alone cannot make the difference, but assessment used to inform instruction can make the difference!** It is the desire of the contributors to this profile that the instructional strategies listed in the Instructional Resources section for each assessment tool are discussed among teachers, parents, and children toward succeeding in our common goal to make sure each Michigan child receives a quality learning experience and achieves high standards in literacy.

The Michigan Department of Education's Early Literacy Committee will be distributing the Instructional Resources section of the *MLPP 2001* at a later date. This section will contain instructional resources that identify best practices and support materials to facilitate the connections between ongoing assessment and instruction in the classroom.

The ideas for the distinction between "taking stock" and "digging deeper" came from:
Hoffman, J.; Worthy, J.; Roser, N.; McKool, S.; Rutherford, W.; & Strecker, S. (1996). Performance Assessment in First-Grade Classrooms: The PALM Model
In D. Leu, C. Kinzer, & K. Hinchman (Eds.), Literacies for the 21st Century (pp. 100–112). Chicago, IL: *The National Reading Conference* and *The Scottish Council for Research in Education*. English Language Pack. Edinburgh EH8 8JR

MLPP 2001

A System for Instruction and Assessment



The diagram above represents the cycle for classroom instruction in a balanced literacy classroom. Successful literacy instruction begins with a teacher who carefully observes individual children for the purpose of identifying their learning strengths. As the teacher observes individual children, s/he begins to understand what each child is able to do and creates a hypothesis regarding the instruction that will best facilitate each child's learning. After a period of working with the initial hypothesis and thinking about the child's performance, the teacher may decide more information is needed to make informed intentional decisions about instruction.

The teacher selects a milestone behavior assessment task to administer to a child. After the child has responded to the assessment, the teacher records her/his observations and numerical scores from the assessment on the Student Profile form. The assessment does not provide a complete picture of what this child is able to do until the teacher takes this "snapshot" through an analysis process. The most valuable assessment information will be gained by asking HOW and WHY questions about the student's performance. The beginning of the instructional planning process is based on the answer(s) to these questions. Once again, using the observation and assessment data already gathered, the teacher will use information about the child's learning strengths to select the best instructional practices, moving the child toward increased academic achievement.

Description and Organization of Assessments

The organization of assessments in the *MLPP 2001* is different than in the first edition. This new, research-based order assists the teacher in determining which assessments to use. **Milestone behaviors** are those behaviors that require the use of several skill components integrated in such a manner as to allow the student to construct meaning from oral or written communication. They are: Literacy Attitudes, Oral Language, Comprehension, Writing, and Oral Reading. **Enabling skills** are skills that may be assessed in a discrete form and, when integrated, will support successful textual communication experiences. They are: Phonological Awareness, Concepts of Print, Letter/Sound Identification, Sight Word/Decodable Word List, Known Words, and Hearing and Recording Sounds. The enabling assessments are most useful when additional information is needed to provide appropriate instruction for an individual child. The ordered sequence of the assessments as they are presented and the descriptions of each follow.

LITERACY ATTITUDES

This is perhaps the most inclusive assessment in this toolbox. Literacy attitudes will profoundly affect the performance of students as they progress through their literacy development. These attitudes are built through all kinds of cultural, social, and emotional interactions inside and outside of school. This assessment allows the teacher to have a "peek" into what helps or hinders a student's achievement as s/he moves through literacy instruction. The Literacy Attitudes survey, logs, and teacher's observation record are tools for gathering information about how the child understands the use of reading and writing. They provide information about how children perceive reading and writing for recreational and academic purposes. Motivation and self-perception are important factors in learning to read. When we know how a child perceives the acts of reading and writing, we can make better decisions about the learning experiences that will help the child value literate practices as a way to experience pleasure and gather information throughout life.

ORAL LANGUAGE

Oral language use provides the classroom teacher an opportunity to hear a student's early theories of syntax and semantics as s/he applies the generalizations of communication structures that have been experienced in the early years of development. The Oral Language task provides information about a child's ability to communicate through spoken language. Oral language provides the foundation upon which knowledge of written text develops. Understanding how well a child can use spoken language to express ideas and feelings, to interact with others, and to facilitate daily activities provides us with information about how the child may begin to process and use written language. This milestone task is assessed through the use of scripting and analyzing an oral language sample and/or the student's use of language during the school day.

Phonemic Awareness

The awareness of individual sounds develops as oral language proficiency grows. Developing phonological awareness can be recognized when the child begins to play with words and change sounds to make new combinations of sounds in familiar words. As a child begins to notice symbols and attaches meaning to symbols, s/he learns that sounds can be attached to symbols in text (alphabetic principle). This attachment of sounds to symbols supports the student's acquisition of literacy. Comprehending oral language and the awareness of sounds are the primary building blocks for acquiring literacy.

COMPREHENSION

The tasks in this assessment address a milestone behavior for children in early literacy development.

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Comprehension requires the flexible use of multiple skills for a successful performance. The Comprehension performance tasks assesses the child's ability to use reasoning and reading strategies for understanding and applying text. The tasks ask children to respond to familiar stories, unfamiliar stories, and informational texts by making predictions, retelling, summarizing, accessing prior knowledge, setting purposes, prioritizing content, and making connections to their own lives. The information gathered from the tasks will help teachers create learning experiences that will increase the child's ability to construct meaning for increasingly complex levels of oral and written text.

WRITING

Writing is a milestone behavior task assessing the child's ability to use reasoning and writing strategies for communicating ideas and creating text. The Writing tasks provides important information about how a child communicates thoughts and ideas using the craft and conventions of written language. The scoring guide allows us to analyze the child's growth in areas such as content, organization, style, and conventions. Analyzing the child's writing sample with the rubric provided also assesses spelling development.

Concepts of Print

The Concepts of Print assessment provides a series of performance tasks that help us understand what children have learned about the way we use printed language. Knowing how to handle a book, where to begin reading, left-to-right directionality, the difference between pictures and text, and the concept of words are important ideas for beginning reading. Each of these concepts enables a child to successfully perform milestone behaviors in literacy.

ORAL READING

Reading text orally and silently are milestone behaviors. A successful reader uses multiple skills in an intentional integrated manner allowing meaning to be constructed. Assessing oral reading provides a "window" into the reader's use of skills for accuracy and fluency during the act of reading. The Oral Reading assessment tools are used to document and analyze the way children organize and apply the understandings they have of the sound/symbol relationship and comprehension of ideas in text. The teacher is able to hear, document, and analyze the way a child uses cueing systems in supplying unknown words and self-monitors while reading to construct meaning.

Letter/Sound Identification

The Letter/Sound Identification task allows a closer look at the letters and sounds a child knows. As more and more letters and sounds are controlled, the child will develop greater flexibility in reading and writing. Identifying letters and sounds the child knows will help the teacher provide learning experiences which enables an increase in letter/sound knowledge.

Sight Word/Decodable Word List

The Sight Word/Decodable Word List task is a tool for gathering information about how well children are learning sight or high-frequency words.

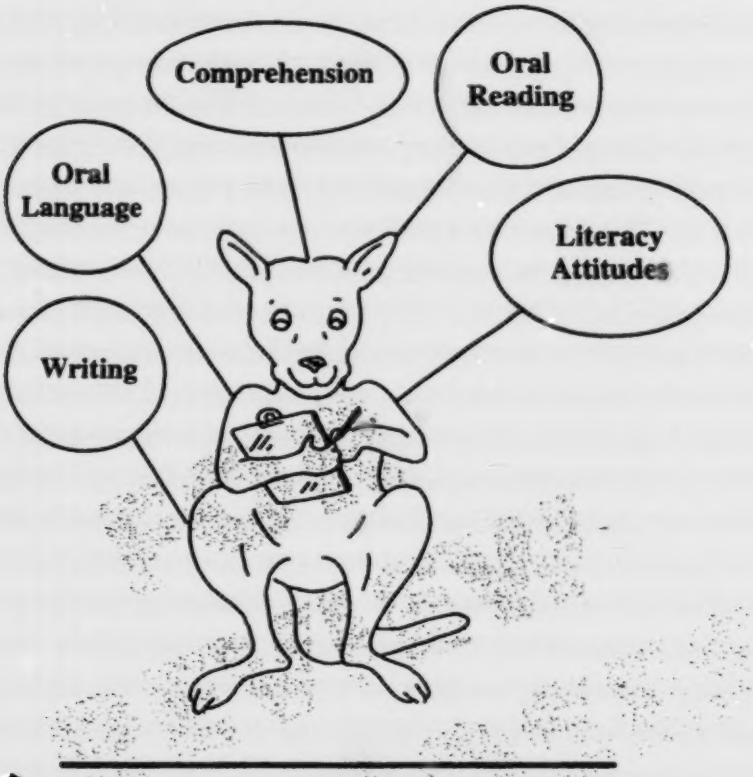
Known Words

The Known Words assessment is a tool for analyzing how children are internalizing and applying spelling patterns and rules. By generating their own lists of words, children provide us with rich information about their understanding of phonetics and spelling conventions.

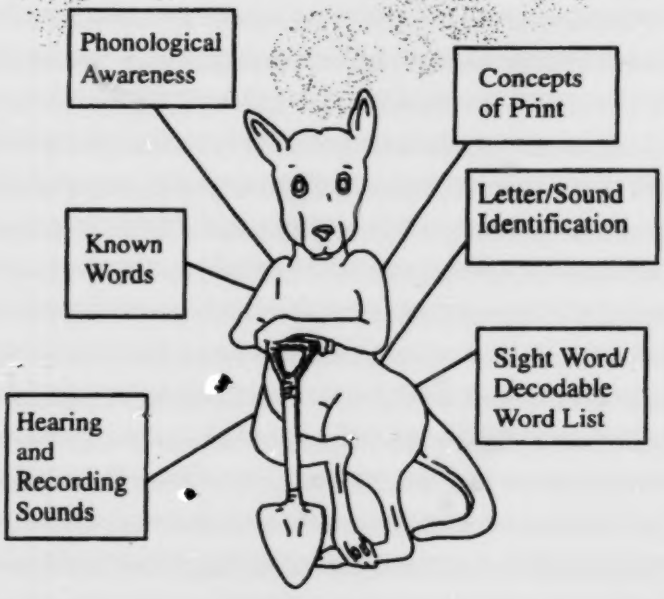
Hearing and Recording Sounds

The Hearing and Recording Sounds task is a tool for analyzing a child's growth in spelling and letter/sound correspondence. It takes the form of a dictated sentence, asking the child to reproduce a variety of phonetic patterns.

Milestone Behavior Assessments



Enabling Assessments



Section I

Literacy Attitudes

Rationale

It has become increasingly clear that learning from text does not take place in a deep or meaningful way without the student's focused commitment to pursue knowledge. The reader must realize some personal connection or pleasure from engaging with text. In order to get students to read often and well, educators must consider what individual interests will serve as a catalyst for the student to actively use literacy skills in intentional ways to comprehend and construct text. Additionally, research has clearly documented the importance of practice in reading text to extend and expand a child's ability to read, develop a broader vocabulary, and enhance comprehension skills (Cunningham and Stanovich 1998). In order to monitor and document the texts that students are reading and writing outside of school either independently or with support, teachers are encouraged to use the reader's/writer's logs, which have been included in this assessment tool kit. Valuable information can be gained about a child's perception of the purposes for reading/writing through analysis of these logs.

In addition to the reader's/writer's logs, the teacher and student gain useful information from the reflective interview forms. This interview process guides the teacher's efforts to assess the student's metacognitive thinking about her/his literacy choices. These prompts allow the teacher to bring to the mind of the child the communicative purposes that reading and writing serve. Prompting the student to think about her/his personal goals for reading and writing provides important connections between school and the world beyond school.

A third strategy for gaining information about the literacy attitudes of a child is observation. The observation survey documents what the teacher observes about the child's literacy behaviors. The statements that the teacher gains during the interview process and teacher observation of the student's literacy behaviors provide an opportunity to compare and contrast the ways the child is able to realize her/his perceptions about literacy.

These tools help teachers gather information regarding what individual children know about their own literacy attitudes. They also provide a record of the teacher's observations about the child's literacy attitudes and motivation in order to establish instructional priorities for each child in the early stages of literacy development.

Literacy attitudes viewed as a milestone behavior is based on research reviews from:

Alexander, Patricia A. & Jetton, Tamara L. (2000). Learning from Text: A Multidimensional and Developmental Perspective

Cunningham, A. E., & Stanovich, K. E. (1998). What Reading Does For The Mind, *American Educator, 22*, 8-15

Morrow, L. M. & Gambrell, L. B. (2000). Literature Based Reading Instruction, in M. L. Kamil, P. B. Mosenthal, P. D. Pearson, & R. Barr (Eds.), *Handbook of Reading Research* (III). Lawrence Associates

Tierney, R. J., Carter, M. A., & Desai, L. E. (1991). *Portfolio Assessment in the Reading-Writing Classroom*, Christopher Gordon Publishers, Inc.

Definition

Literacy attitudes are reflective of a consistent, learned reaction to experiences in oracy, reading, and writing. These attitudes are often the result of a complex pattern of emotional, intellectual, and physical involvement.

Assessment Guidelines

Student Self-Reflection about Reading and Writing

The teacher's use of this document is based on the child's development. If the child is not yet managing writing and reading independently, the teacher asks the interview questions and records the child's response. As a child becomes more confident in her/his literacy skills, the teacher will gain new information from this self-reflection process and will record a synthesis of the information gained from the student's self-reflections, the literacy goal(s), and the attainment of the goal(s) on the Student Profile form.

Reader's/Writer's Logs

The reader's log requires that the student record the date, text type/title, the author, and genre of the text. This provides information regarding the child's understanding of common text elements. The student is expected to write informational comments about the text so the teacher may gain insights regarding what is important to the student from the reading of the text. A reading or listening partner signs each entry on the log providing information about the availability and/or preference of reading/listening partners for the student. The last cell on the chart is for the partner to provide feedback to the student in response to the student's ideas about the text. Capturing the communicative and response element on this log will reinforce the focus of shared ideas in literacy.

The categories on the writer's log are different from the reader's log. The student again records the date of the entry. The text type cell is used to record the format of the writing; i.e., a letter, a list, or a report. The audience is recorded to remind the student that writing is for the purpose of communicating ideas to a specific audience. The next cell requires the student to record the purpose for the writing. The audience and purpose are directly related. The cells requesting a reading/listening partner and reviewer comments reinforce the concept of editing writing for clarifying and improving the communication of ideas.

At the end of a specified time, the teacher collects these reader's/writer's logs. They are filed in the student's portfolio and referenced, as needed, in order to provide information about the range of reading and writing preferences each student demonstrates. The teacher records insights gained from the student's logs on the Student Profile form.

Literacy attitudes viewed as a milestone behavior is based on research reviews from:

Alexander, Patricia A. & Jetton, Tamara L. (2000). Learning from Text: A Multidimensional and Developmental Perspective

Cunningham, A. E., & Stanovich, K. E. (1998). What Reading Does For The Mind, *American Educator*, 22, 8-15

Morrow, L. M. & Gambrell, L. B. (2000). Literature Based Reading Instruction, in M. L. Kamil, P. B. Mosenthal, P. D. Pearson, & R. Barr (Eds.), *Handbook of Reading Research* (III). Lawrence Associates

Tierney, R. J., Carter, M. A., & Desai, L. E. (1991). *Portfolio Assessment in the Reading-Writing Classroom*, Christopher Gordon Publishers, Inc.

Teacher's Observation Survey

The teacher observes and records the child's literacy behaviors at the beginning, middle, and end of the school year. Careful observation of a child during times when activities are self-selected will provide the teacher with information in relation to the child's comfort level with literacy experiences. The teacher will also be able to observe a child's application of literacy skills when the topic is of interest or outside the child's interest area. The value that a child places on literate behaviors may be seen when a teacher practices focused observation. The teacher's observations are recorded on the Student Profile form.

Analysis

Analysis, over time, of the reader's/writer's logs includes categorization of the child's genre preferences, text level used independently, purposes for which the child reads/writes, and the individuals who provide the listening support. Consideration of this information in relation to the classroom performance and responses to the other literacy attitude tools will allow the teacher to refine the instructional choices s/he makes.

When the teacher considers the responses from the child's reading/writing self-reflection, s/he should ask the following questions: "Does the performance of the student in the classroom setting match what s/he states about literacy?" "Based on the child's thoughts about her/his reading/writing strengths, are there opportunities for the child to be successful in the classroom literacy experiences?"

The teacher's observation tools allow the teacher to consider and take anecdotal notes about the application of reading/writing knowledge, skills, and preferences during small group and independent work time. The child may work most effectively individually or in a small group. The child may choose to always have a partner for reading and writing; this provides interactive discussion to facilitate the construction of meaning. All of this information will help the teacher shape instructional experiences in the classroom to provide the greatest opportunity for student achievement.

Literacy attitudes viewed as a milestone behavior is based on research reviews from:

Alexander, Patricia A. & Jetton, Tamara L. (2000). Learning from Text: A Multidimensional and Developmental Perspective

Cunningham, A. E., & Stanovich, K. E. (1998). What Reading Does For The Mind, *American Educator, 22*, 8-15

Morrow, L. M. & Gambrell, L. B. (2000). Literature Based Reading Instruction, in M. L. Kamil, P. B. Mosenthal, P. D. Pearson, & R. Barr (Eds.), *Handbook of Reading Research* (III). Lawrence Associates

Tierney, R. J., Carter, M. A., & Desai, L. E. (1991). *Portfolio Assessment in the Reading-Writing Classroom*, Christopher Gordon Publishers, Inc.

Thinking about Yourself as a Reader

Procedure

The teacher can feel free to reword the questions to match the child's developmental level. The teacher will need to be the reader and recorder when using this survey with preliterate students in the earliest stages of learning to read and write. Additional information may be gained by allowing the student to draw pictures that reflect her/his responses to some of the following prompts. Students able to read and write independently may respond to the following prompts without assistance:

1. What kinds of reading have you done?

2. What kinds of reading do you most like to do?

3. What kinds of reading do you least like to do?

4. What do you think about as you choose what you will read?

5. After you have read a book, what do you talk about with others?

6. What things do you think carefully about as a reader?

7. What have you learned about yourself as a reader?

8. What are your future goals as a reader?

9. Looking back over your answers in Questions 2 and 3, what do you notice?

Student Response Sheet

Student's Name _____ Date _____ Grade _____

Thinking about Yourself as a Reader	
Prompt	**Student Response**
1. What kinds of reading have you done?	
2. What kinds of reading do you most like to do?	
3. What kinds of reading do you least like to do?	
4. What do you think about as you choose what you will read?	
5. After you have read a book, what do you talk about with others?	
6. What things do you think carefully about as a reader?	
7. What have you learned about yourself as a reader?	
8. What are your future goals as a reader?	
9. Looking back over your answers in Questions 2 and 3, what do you notice?	

Thinking about Yourself as a Writer

Procedure

The teacher can feel free to reword the questions to match the child's developmental level. The teacher will need to be the reader and recorder when using this survey with preliterate students in the earliest stages of learning to read and write. Additional information may be gained by allowing the student to draw pictures that reflect her/his responses to some of the following prompts. Students able to read and write independently may respond to the following prompts without assistance:

1. What kinds of writing have you done?

2. What kinds of writing do you most like to do?

3. What kinds of writing do you least like to do?

4. What do you think about as you choose what you will write?

5. After you have written something, what do you talk about with others?

6. What things do you think carefully about as a writer?

7. What things do you believe you do well as a writer?

8. What are your future goals as a writer?

9. Looking back over your answers in Questions 2 and 3, what do you notice?

Student Response Sheet

Student's Name _____ Date _____ Grade _____

Thinking about Yourself as a Writer	
Prompt	**Student Response**
1. What kinds of writing have you done?	
2. What kinds of writing do you most like to do?	
3. What kinds of writing do you least like to do?	
4. What do you think about as you choose what you will write?	
5. After you have written something, what do you talk about with others?	
6. What things do you think carefully about as a writer?	
7. What things do you believe you do well as a writer?	
8. What are your future goals as a writer?	
9. Looking back over your answers in Questions 2 and 3, what do you notice?	

Reader's Log
Student Response Sheet (SAMPLE)

Student's Name _____ Date _____ Grade _____

Date: March 21, 2001		
Text: *TV Guide*	Author:	Genre: Non-fiction magazine
Reader Comments: This gives me good information.		
Reading/Listening Partner: (Please Sign) Mrs. Rockafellow	Partner Review Comments: Sam can read this to me. and then we decide what programs Sam can watch.	
Date: March 30, 2001		
Text: Harry Potter and the Chamber of Secrets	Author: Rowland	Genre: Fiction
Reader Comments: This book is not as good as the last one. I wonder why I feel this way?		
Reading/Listening Partner: (Please Sign) James	Partner Review Comments: I like the kid who is the main character.	

Reader's Log
Student Response Sheet

Student's Name _____ Date _____ Grade _____

Date:		
Text:	Author:	Genre:
Reader Comments:		
Reading/Listening Partner: (Please Sign)	Partner Review Comments:	
Date:		
Text:	Author:	Genre:
Reader Comments:		
Reading/Listening Partner: (Please Sign)	Partner Review Comments:	

Writer's Log
Student Response Sheet (SAMPLE)

Student's Name _____ Date _____ Grade _____

Date Written: March 21, 2001		
Text Type: Letter to my aunt	Audience: Adult relative	Purpose: Thank her
Writer Review Comments: Nice thank you letter		
Reading/Listening Partner: (Please Sign) Mr. Amor	Comments about the text: I received a cool game for my game boy from Aunt Aisha.	
Date Written: March 30, 2001		
Text Type: Grocery list for party	Audience: Adult	Purpose: Remind me
Writer Review Comments: This sure helped plan for the party.		
Reading/Listening Partner: (Please Sign) James, my friend	Comments about the text: Mom said I had to help, so I wrote what we needed to have for my birthday sleepover.	

Writer's Log
Student Response Sheet

Student's Name_____ Date_____ Grade _____

Date Written:		
Text Type:	Audience:	Purpose:
Writer Review Comments:		
Reading/Listening Partner: (Please Sign)	Comments about the text:	
Date Written:		
Text Type:	Audience:	Purpose:
Writer Review Comments:		
Reading/Listening Partner: (Please Sign)	Comments about the text:	

The teacher observes the child during story time or center/choice time and then assesses her/him on the behaviors listed. Additional observations should take place during other classroom literacy activities.

Student's Name _____ Date _____ Grade _____

Teacher's Observations of Student's Literacy Behaviors–Reading	not observed	rarely observed	sometimes	usually observed
Listens to a short text in an attentive manner.	0	1	2	3
Indicates understanding of a story read to her/him through facial expressions, body language, verbal and auditory responses, etc.	0	1	2	3
Chooses to read texts when given choice time.	0	1	2	3
Requests that stories be read to her/him.	0	1	2	3
Shows evidence of thinking about her/his own reading. (When I read this part, I thought . . . , but when I read the next passage I knew that . . . .) Child is able to *think aloud.*	0	1	2	3
Chooses to read silently in order to construct meaning of **informational** texts.	0	1	2	3
Chooses to read silently in order to construct meaning of **narrative** texts.	0	1	2	3
Actively participates in conversation using justification statements with teacher or peers about what s/he has read.	0	1	2	3
Spontaneously shares interesting parts of texts with friends.	0	1	2	3
Often chooses to read silently during free time.	0	1	2	3
Other observations:				

The teacher observes the child during story time or center/choice time and then assesses her/him on the behaviors listed. Additional observations should take place during other classroom literacy activities.

Student's Name _____ Date _____ Grade _____

Teacher's Observations of Student's Literacy Behaviors–Writing	not observed	rarely observed	sometimes	usually observed
Spontaneously shares interesting parts of journals or notes with friends.	0	1	2	3
Actively participates in substantive conversation using justification statements with teacher or peers about what s/he has written.	0	1	2	3
Engages in writing texts during choice time.	0	1	2	3
Engages in writing messages to other individuals during choice time.	0	1	2	3
Organizes self through the use of lists or other text.	0	1	2	3
Independently takes notes about topics of interest in pictorial or written format.	0	1	2	3
Requests conventional spelling of words needed for communication.	0	1	2	3
Readily uses phonetic approximations of words needed when writing.	0	1	2	3
Other observations:				

Section II

Oral Language

Rationale

Oral language plays an important role in reading development. One cannot assume that because a child talks well s/he has complete understanding of how language works to make meaning. Emergent readers who have not yet acquired certain features of oral language competencies will not be adept at making sense of written text. The instrument designed for preschool through grade one assesses the child's use of elaboration of language, syntax, and oral vocabulary, which correlates to the cueing systems (semantics, syntax, and graphophonics) used by competent readers. Continuous monitoring of a child's oral language development will provide insights for the teacher as s/he observes the use of elaborative language, semantics, and syntax while the child is engaged in social and academic conversations.

Monitoring the oral language development of children in grades one through three continues to be important. Children at these ages must be able to use expressive language, which communicates ideas, organization and structure, vocabulary, style and voice, conventions, and non-verbal communication elements in ways that connect to knowledge about text usage in reading and writing. In addition, children must flexibly use a variety of listening skills in gaining meaning for an expressive language presentation of ideas in either group experiences or individual conversations.

Definition

Oracy is fluency in speaking and listening. In this document, the term oral language includes the expressive (speaking) and receptive (listening) aspects of language. While oral language has many functions, most occur in social contexts. These Oral Language assessments relate to the child's ability to effectively use semantics, syntax, and oral vocabulary while communicating to support the learning of reading and writing.

The chart on the following page provides an overview of the Oral Language assessments in the *MLPP 2001*. Each tool is identified, along with the purpose for the assessment and the appropriate grade level. These assessments help teachers understand what individual children know specifically about oral language use. The chart is meant as a guide for the teacher's choice of assessment tools. **The selection of the appropriate assessment is best determined through the teacher's ongoing observation of students within the classroom environment.**

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Assessment Options at Grade Two		
Tool	**What is Assessed**	**Appropriate Use**
Oral Language Sample Free Recall or Picture Prompt	Ability to demonstrate syntax and complexity of sentences, vocabulary, identification, and elaboration of ideas.	Preschool–Grade One
Oral Language Rubric	Ability to use expressive language which communicates ideas, organization and structure, vocabulary, style and voice, conventions, and non-verbal communication elements in ways that connect to knowledge about text usage in reading and writing.	Grades One–Three
Listening Checklist	Ability to flexibly use a variety of listening skills in gaining meaning from an expressive language presentation of ideas in either group experiences or individual conversations.	Grades One–Three

Assessment Guidelines for Preschool–Grade One Oral Language Assessment

Teachers will listen to each child in the classroom during informal interactions to determine which children are using oral language flexibly and readily to understand and express conceptual meanings. This corresponds with level 3 on the rubric provided (page 2.5).

Children *not* exhibiting strong oral language skills ("3s" on the rubric [page 2.5] in syntax, vocabulary, and elaboration) should be assessed individually. The assessment area should be quiet and free from major distraction. Generally, a small table where the teacher can sit beside the child is sufficient.

Procedure

1. Show all the picture cards to the child and allow her/him to select one. Do not discuss the pictures during this preview.

2. Place the chosen picture on the table in front of the child and say: **Tell me a story about the picture**. Transcribe the child's entire response. You may prompt the child by saying: **Tell me more**, or **What else can you say?** Do not ask leading questions.

3. Score the completed transcription using the rubric. For the syntax rubric, you may use the child's typical speech to assess the use of regular and irregular verbs and regular and irregular plurals, if necessary. Write the scores on the paper with the script. Add the child's name and date of assessment to the scored script, and place it in the child's portfolio. Enter each of the three scores on the Student Profile form.

4. Repeat the assessment during kindergarten and grade one, as appropriate, until the child obtains a score of 3, indicating typical performance on each element of the rubric.

Analysis

The teacher analyzes the child's performance and asks the following questions as the child's response is considered:

Syntax

Does the child's syntax match the standard English syntax used in most early readers?
Are regular and irregular plurals and past tenses used correctly?
Does the child use this language at home or in social situations?
Is the child aware that school language and home language differ? (Look for play situations where the child is "playing" school.)

Vocabulary

Is the child aware of the names of most common objects?
Does the child use comparative and descriptive vocabulary found in most early readers?
Is the child using language that is more familiar and affective?
Is the child using language that is comparative and formal?
Is the child able to separate description based on form and function?

When a child is describing a rock that s/he brought back from vacation, s/he could use words from these categories to talk about it.			
Familiar/affective (words that connect to emotions and feelings)	***Comparative/formal (like classifications in science)***	***Form (what it looks like)***	***Function (what it can do)***
I will keep this rock safe and warm in my room and never let it get hurt.	This rock is hard and black and made from fire.	This rock is round, smooth, and solid.	I can throw this rock far and break things with it.

Elaboration

Does the child's conversation indicate an understanding of typical experiences depicted in early readers?
Does the child use analogies and/or metaphors to connect ideas and experiences?
Does the child string events or ideas, rather than using categories of ideas and events?

NOTE: The teacher considers if low scores are reflective of a child's typical oral language or questions whether poor performance, at least in part, is due to lack of experience with the content of the pictures.

Additional Oral Language Sample

If an additional language sample is indicated when a student's performance lacks consistency with observed classroom behaviors, the teacher considers taping an oral language sample without a specific picture prompt. A topic in which the child has expressed an interest is chosen, and an open-ended prompt is provided; i.e., "Sintenesha, tell me about your birthday party." Using the rubric supplied, the teacher scores the child's recorded response.

Student's Name_____ Date _____ Grade _____

MLPP ORAL LANGUAGE SAMPLE SCORING RUBRIC
PRESCHOOL–GRADE ONE

	4	3	2	1
Syntax	The speaker uses appropriate syntax of the English language with complex sentences. Regular and irregular plurals and past tenses are used correctly.	The speaker uses appropriate syntax of the English language. Regular plurals and past tenses are used correctly. Irregular forms are not used correctly.	The speaker uses correct English syntax for very simple sentences and inappropriate use of plurals and past tenses.	The speaker uses very little correct syntax of the English language and inappropriate use of plurals and past tenses. The speaker may use only present tense, even when prompted. There are no complete sentences.
Vocabulary	The speaker uses interesting vocabulary some of the time, including use of descriptive adverbs and/or adjectives.	The speaker uses basic language consisting mostly of nouns and verbs with some use of adjectives.	The speaker uses very simple, basic language consisting mostly of nouns and verbs with little use of adjectives.	The speaker is unable to name some of the elements of the picture. Lack of vocabulary impedes storytelling.
Elaboration	The speaker relates the elements in the picture while using extensive prior knowledge and past experiences. The narrative is substantive and well organized.	The speaker relates the elements in the picture, incorporating past experiences and prior knowledge.	The speaker uses a simple sentence or two while relating the elements in the picture to each other.	Gives labels for elements in the picture; i.e., boy and house.

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Oral Language Sample
Preschool–Grade One

Individual Score Sheet

Student's Name _____ Date _____ Grade _____

Enter the number of points given to the student after each task.

No.	Content	Score	Comments
1.	Syntax		
2.	Vocabulary		
3.	Elaboration		

Picture Content Suggestions

Check types of pictures used with child.

CS Child-selected
TS Teacher-selected

CS	TS	
❑	❑	School-related (children playing with blocks)
❑	❑	Home-related (children getting into a car or on a bus or a few adults and children in a family)
❑	❑	Sports-related (soccer or a basketball game)
❑	❑	Pet-related (child feeding a dog)
❑	❑	Chore-related (people picking apples)
❑	❑	Urban street scene with people of different ages
❑	❑	Other–describe _____

Assessment Guidelines for Expressive Language (Speaking) Grades One–Three

Procedure

1. During the normal classroom routine, observe individual children using expressive language (speaking) in both large and small groups.

2. Identify four or five students to observe closely for a period of time using the Expressive Language (Speaking) Rubric on page 2.8. Continue until you have assessed each child in your classroom.

3. After completing the information at the top of the Rubric:
   - Record the individual focus child's name;
   - Record the names of group participants;
   - Describe the context of the observation; i.e., small group discussion of informational text, compare/contrast activity of two versions of a fairy tale, or large group science reports; and
   - Record on the Rubric, the qualities the student demonstrates in the oral interaction.

4. Utilize the Expressive Language (Speaking) Rubric throughout the year in a variety of contexts and with several groupings of students.

5. Record the student's level(s) of performance on the Student Profile form.

6. Analyze the marked rubric(s); place in the student's portfolio; and use as a guide when making instructional decisions.

Analysis

Analysis of the student's expressive language (speaking) performance will provide further information. The following questions about the student's performance will help in designing instruction:

- Is this experience typical of this child's speaking?
- How is this experience similar to other expressive language interactions?
- Do the context and participants allow this student to demonstrate her/his strengths in oral language?
- What further experiences are needed to gain a better understanding of this child's speaking abilities?

Student's Name _____ Context of Observation _____

Date _____ Group Participants _____

MLPP 2001

MLPP EXPRESSIVE LANGUAGE (SPEAKING) RUBRIC
GRADES ONE–THREE

	4 Experienced	3 Capable	2 Developing	1 Beginning
Ideas/Content	Stays focused on topic, expresses main ideas clearly, and elaborates with supporting details.	Stays on topic, expresses main ideas clearly, and elaborates with some supporting details.	Varies topic somewhat and presents ideas with few supporting details.	Lacks focus on topic and presents ideas without supporting details.
Organization/ Structure	Sequences ideas and words in a logical manner with effective transitional words and connecting ideas.	Sequences most ideas and words in a logical manner with some transitional words and connecting ideas.	Presents ideas with some attention to sequence, transitional words, and connecting ideas.	Presents ideas with little attention to sequence, transitional words, or connecting ideas.
Vocabulary	Confidently uses colorful and figurative language to describe events or ideas including exhibits and concepts beyond personal experiences.	Uses some colorful language to describe events or ideas and may include objects and concepts beyond personal experiences.	Uses minimal description to present events and ideas which are limited to own personal experiences.	Presents ideas with little or no description.
Style/Voice	Presents ideas with style and creativity using appropriate elements of voice (diction, inflection, volume, pace, etc.).	Presents ideas with some style and creativity using appropriate elements of voice (diction, inflection, volume, pace, etc.).	Presents ideas with minimal style and/or creativity and use of elements of voice (diction, inflection, volume, pace, etc.).	Presents ideas in a flat or monotone voice.
Conventions	Consistently uses appropriate syntax of the English language with complex sentences. Regular and irregular plurals and past tenses used correctly.	Uses appropriate syntax of the English language. Regular plurals and past tenses used correctly, although not irregular forms.	Uses correct English syntax for very simple sentences. Inappropriate use of plurals and past tenses.	Uses mostly incorrect English syntax. Inappropriate use of plurals and past tenses. May use only present tense, even when prompted. Few complete sentences used.
Non-Verbal	Displays feelings and emotions congruent with ideas through gestures, facial expressions, eye contact, posture, etc.	Displays some feelings and emotions congruent with ideas through gestures, facial expressions, eye contact, posture, etc.	Displays few feelings and emotions through gestures, facial expressions, eye contact, posture, etc.	Presents ideas showing little physical involvement.
Oral Language Convention	Consistently uses various language conventions, both formal and informal, appropriately for the context.	Recognizes and generally uses formal language conventions, although there are still occasional lapses which are inappropriate for the context.	Mixes formal language with informal language conventions without regard to the context.	Primarily communicates using informal language patterns.

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Assessment Guidelines for Receptive Language (Listening) Grades One–Three

Procedure

1. During the normal classroom routine, observe individual children using receptive language (listening) in both large and small groups.
2. Identify four or five students to observe closely for a period of time using the Receptive Language (Listening) Checklist on page 2.10. Continue until you have assessed each child in your classroom.
3. After completing the information at the top of the Checklist:
   - Record the individual focus child's name;
   - Record the names of group participants;
   - Describe the context of the observation; i.e., small group discussion of informational text, compare/contrast activity of two versions of a fairy tale, or large group science reports; and
   - Record on the Checklist, the qualities the student demonstrates in the oral interaction.
4. Utilize the Receptive Language (Listening) Checklist throughout the year in a variety of contexts and with several groupings of students.
5. Record the student's level(s) of performance on the Student Profile form.
6. Analyze the marked checklist(s); place them in the student's portfolio; and use as a guide when making instructional decisions.

Analysis

Analysis of the student's receptive language (listening) performance will provide further information. The following questions about the student's performance will help in designing instruction:

- Is this experience typical of this child's listening?
- How is this experience similar to other receptive language interactions?
- Do the context and participants allow this student to demonstrate her/his strengths in oral language?
- Does the student apply or use more than one purpose in listening to the message?
- Does the student understand the appropriate skills, and can s/he apply them to fulfill the identified purpose(s) of listening?
- Does the student exhibit flexibility in the application of the diverse purposes of listening, including selecting a purpose consistent with the speaker's purpose?
- What further experiences are needed to gain a better understanding of this child's listening abilities?

The following sources provided information that was adapted for the Speaking and Listening assessments:

Bostrom, R. N. (1990). *Listening Behavior: Measurement and Application.* New York: Guilford Press

Wolvin, A. D., & Coakley, C. G., (Eds.) (1993). *Perspectives on Listening.* Norwood, N. J.: Ablex

Fiumara, G. C. (1990). *The Other Side of Language: A Philosophy of Listening.* London: Routledge

Kaufmann, P. J. (1993). *Sensible Listening: The Key to Responsive Interaction,* Dubuque, IA: Kendall/Hunt

Citation for Speaking adapted from a review of:

Wilkinson, L. C., & Silliman, E. R., (2000). M. L. Kamil, P. B. Mosenthal, P. D. Pearson, R. Barr (Eds.) *Handbook of Reading Research* (III). Lawrence Associates

Wells, G. (1978). Language use and educational success: An empirical response to Joan Tough's "The Development of Meaning" *Research in Education, 18,* 9-34

Wells, G. (1990). Talk About Text. *Curriculum Inquiry, 20,* 369-404

Palincsar, A. S., Brown, A. L., & Campione, J. C. (1993). First grade dialogues for knowledge acquisition and use. In (E. A.) Forman, N. Minick & C. A. Stone (Eds.), *Contexts for learning: Sociocultural dynamics in children's development* (pp. 43-57). New York: Oxford University Press

Student's Name _____ Context of Observation _____

Date _____ Group Participants _____

Receptive Language (Listening) Checklist
Grades One–Three

This checklist is used to record the teacher's observations of what students know and are able to do using receptive language skills for varying purposes. These categories for listening may be used to identify a child's ability to receive, attend, interpret, and respond appropriately to the purpose of the speaker.

Appreciative Listening

___ Pays attention to context and style
___ Responds visibly to color, sound, language, and rhythm
___ Identifies with message of sender
___ Relaxes

Empathic Listening

___ Lets sender do the talking
___ Lets sender know s/he cares
___ Shows interest
___ Asks open-ended questions

Comprehensive Listening

___ Elaborates on what has been said
___ Asks for clarification of sender's intended message
___ Brings up related issues
___ Summarizes
___ Explains message to others in own words
___ Relates message to personal experience
___ Understands relationship among ideas
___ Listens for main idea and supporting details

Discerning Listening

___ Determines the main message
___ Sorts out details
___ Decides what is important
___ Makes sure nothing is missed
___ Takes notes
___ Asks for clarification
___ Concentrates
___ Eliminates distraction
___ Repeats to confirm accuracy

Evaluative Listening

___ Relates what is heard to personal beliefs
___ Questions sender's motives
___ Listens for factual support of message
___ Accepts or rejects message
___ Actively agrees or disagrees with message
___ Responds selectively
___ Expresses skepticism

Oral Language Picture Prompt

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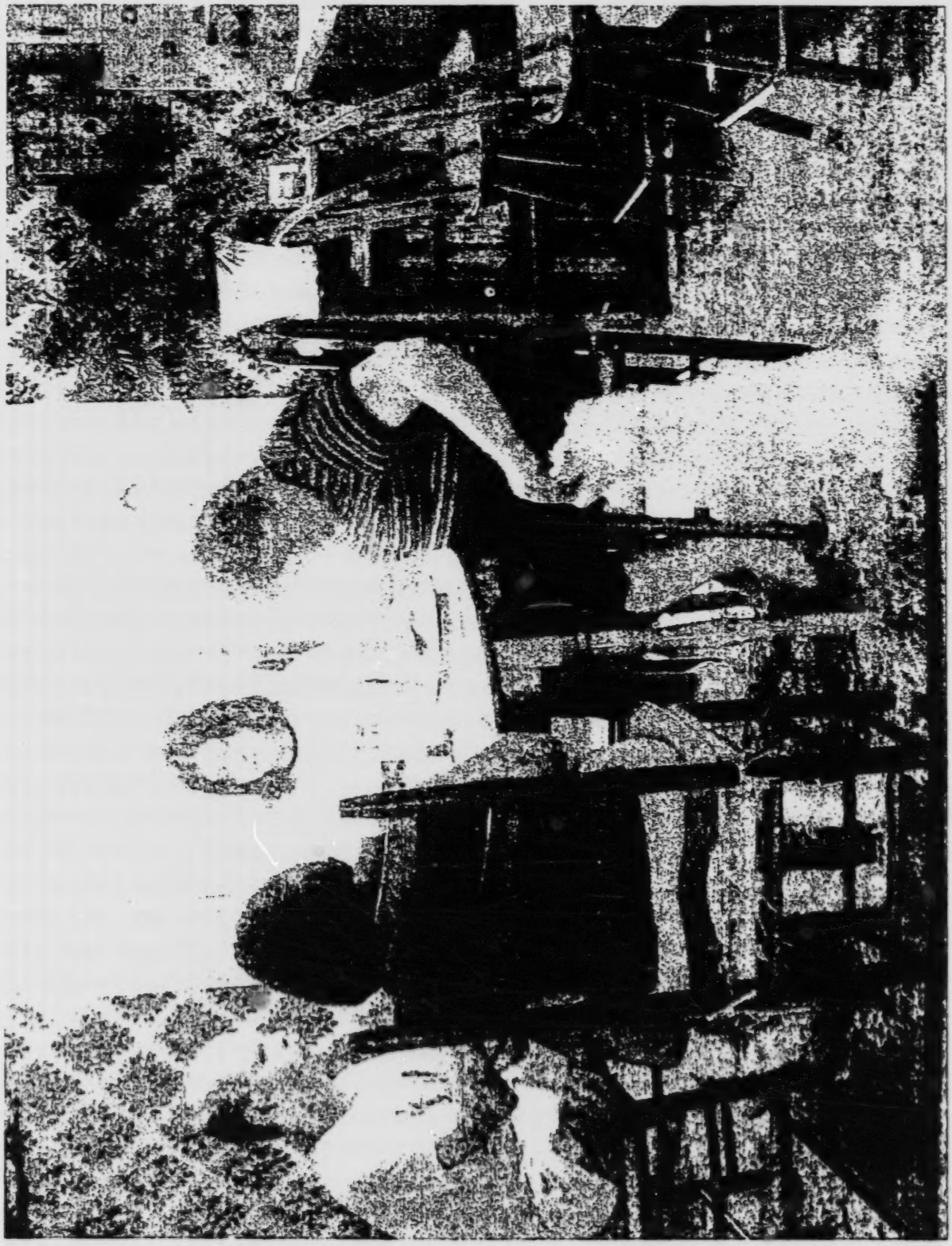
Oral Language Picture Prompt



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Oral Language Picture Prompt

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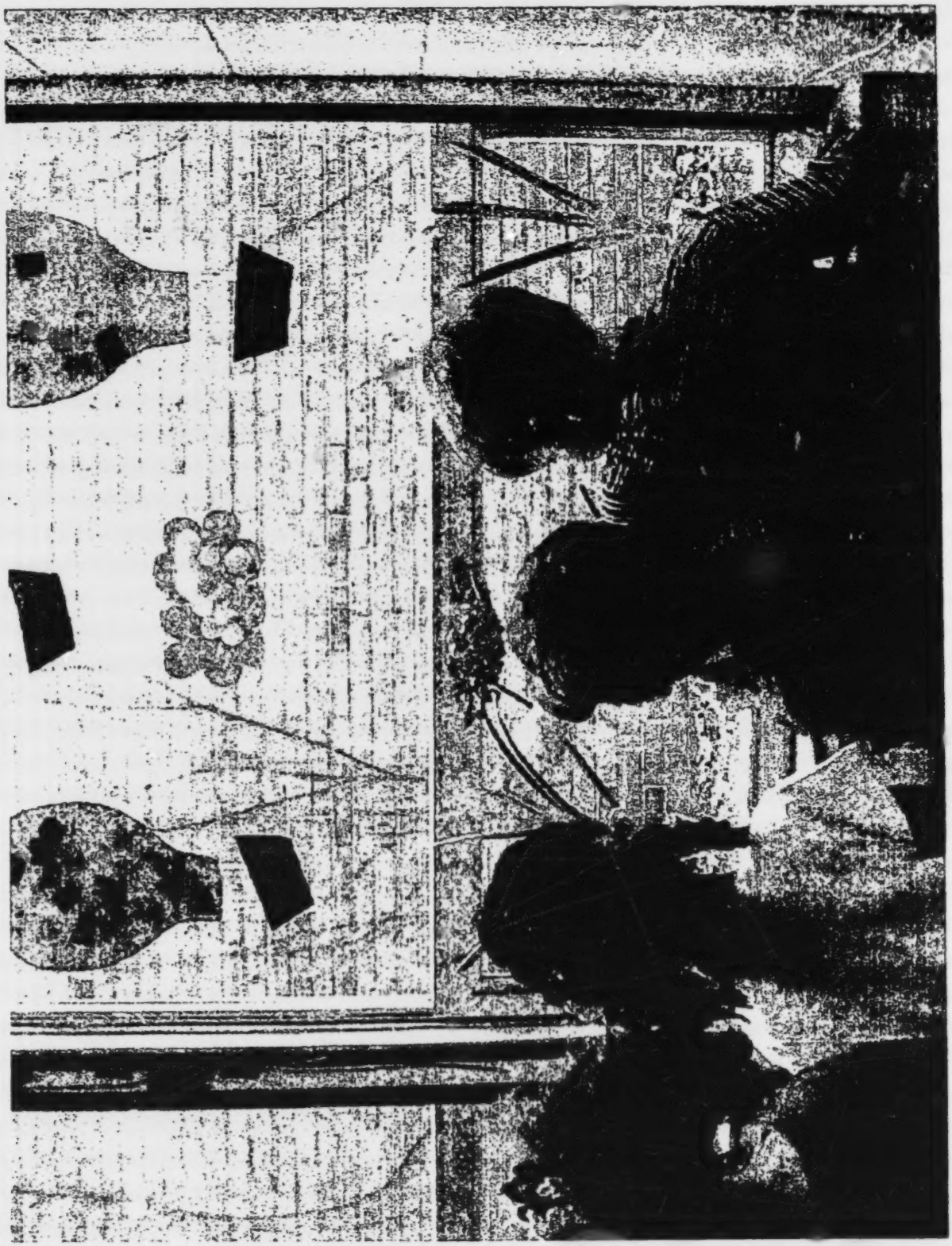

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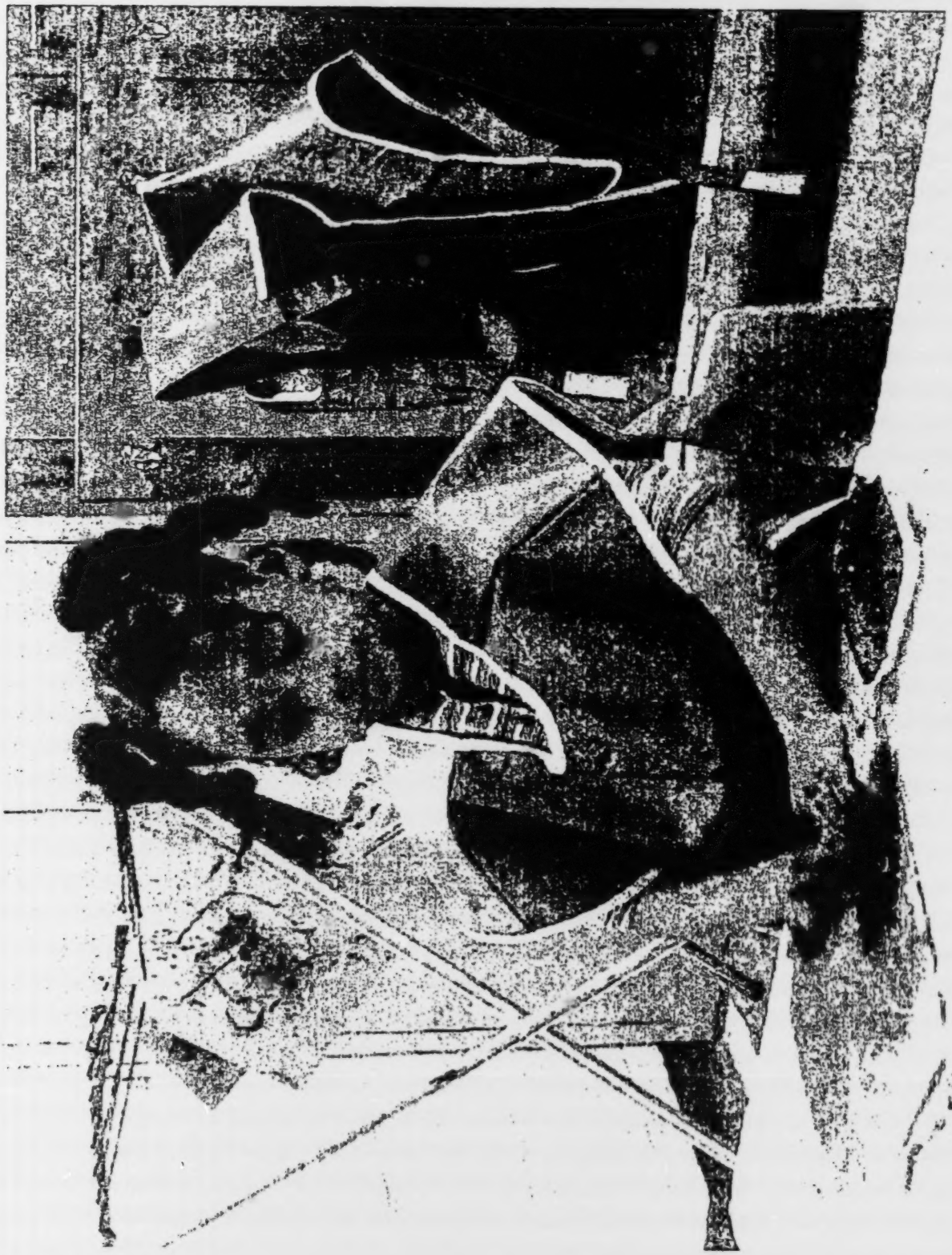
Oral Language Picture Prompt



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Oral Language Picture Prompt

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Oral Language Picture Prompt

Section III

Phonological Awareness

Rationale

Phonological awareness is an umbrella term that allows us to think about our linguistic system, speech sounds (phonemes), the manipulation of those sounds, and connections of sounds to print. Phonemic awareness is an **auditory component** of phonological awareness. Without knowledge of the separate sounds that make up words, it is difficult for children to hear separate sounds, recognize the sound's position in a word, and understand the role sounds play within the word. The following tasks allow the teacher to assess the phonological awareness of students as they use, identify, and discriminate rhyming patterns of sounds and manipulate onsets and rimes. Phonemic awareness is assessed as students respond to the tasks for blending and segmenting of individual phonemes. **Teachers' observations are crucial and critical factors to inform their decisions about whom and when to assess.**

Definitions

Phonological awareness is the understanding that language is composed of sounds and patterns of sounds. Phonemic awareness is the ability to hear the separate sounds that comprise spoken words. It involves perceiving the relationships between sounds and having the ability to alter and rearrange sounds to create new words.

The following Phonological Awareness Overview is designed to display the selection of *MLPP 2001* assessment tools. It is not necessary for teachers to assess all children on all measures. Rather, the teacher will choose the appropriate tools for a student, based upon an Oral Language assessment, as well as input from the child's writing.

Adapted from the work of Barbara M. Taylor, University of Minnesota

Adapted from: Taylor, B., Dewitz, P., & Pearson, P. D. (1997). The CIERA early assessment battery for studying schools that beat the odds. Center for the Improvement of Early Reading Achievement

Phonological Awareness Overview		
Tool	**What Is Assessed**	**Appropriate Use**
Rhyme Choice	Phonological awareness through auditory recognition of phoneme changes to generate a similar "rhyming" word.	With a child who does not distinguish similarities and/or differences in words through auditory cues. Since the recognition of similarities and differences occur first, this assessment should be given first.
Rhyme Supply	A child's ability to generate a word that rhymes with an auditory prompt.	With a child who recognizes a rhyme but needs direct instruction to generate words that rhyme.
Onset and Rime* Blending	Awareness of phoneme patterns which reoccur in words and how to isolate the onset.	With a child developing an understanding of phoneme patterns.
Phoneme Blending	Awareness of individual phonemes and awareness of ways to create word patterns with phonemes.	When a child demonstrates understanding of individual letter sounds but is unable to recognize known words when blending individual sounds into words.
Phoneme Segmentation	Awareness of individual phonemes and the auditory position of phonemes in a word.	When a child demonstrates an awareness of multiple sounds within a word.
*Onset and rime are linguistic terms. Onsets are speech sounds (/b/ /j/) that appear before a vowel in a one-syllable word. A rime begins with the vowel and includes the letters that follow. If a one-syllable word begins with a vowel, it only has a rime. Thus, all words have rimes, but not all words have onsets.		

Assessment Guidelines

A quiet environment is important for this assessment in order to provide the student and teacher with the best opportunity to *hear* the prompts and responses. Specific procedures are provided in each subsection of the Phonological Awareness assessment.

Phonological Awareness
Rhyme

Rationale

Rhyming words are words with endings which sound alike. This assessment is administered and responded to as an auditory assessment. A purpose in understanding rhyme is the knowledge it provides children for generating new words from a known word; for example, if you know the word "fun," then you can make the word "run." It is more difficult for a child to produce a rhyme than to identify a rhyme when presented. Two levels which are assessed in this rhyme assessment are rhyme choice and rhyme supply. In order to establish instructional priorities with the concept of rhyme for each child in the early stages of literacy development, two separate assessment tools are available. Information from these assessments helps teachers understand what individual children know specifically about rhyme. **Teachers' observations are crucial and critical factors to inform their decisions about whom and when to assess.**

Procedure for Rhyme Choice

1. Say to the child: **When words rhyme, they sound the same at the end; for example, <u>like</u>, <u>bike</u> rhyme. <u>Like</u>, <u>toy</u> do not rhyme. <u>Dark</u>, <u>park</u> rhyme. <u>Dark</u>, <u>dog</u> do not rhyme.**

2. Say to the child: **I am going to say two words, and I want you to tell me if they rhyme.**

3. **Let's practice. Listen to these words. Do they rhyme? <u>cap</u>, <u>tap</u>.** Pause and allow the student to respond. **<u>play</u>, <u>nap</u>.** Pause and allow the student to respond. **<u>luck</u>, <u>buck</u>.** Continue the assessment using the items on page 3.5.

4. Indicate correct responses with a check (√). Record incorrect or no responses with a dot (•).

5. Discontinue testing if the child misses three consecutive items after the practice items or if the child appears confused or frustrated.

6. Record the child's scores for rhyme choice and supply in the appropriate spaces on the Student Profile form.

Procedure for Rhyme Supply

1. Say to the child: **When words rhyme, they sound the same at the end; for example, day, say rhyme.**

2. Say to the child: **I am going to say two words, and I want you to give me a word that rhymes.**

3. **First let's practice.**

   - **Listen to the words—dig, pig. Tell me a word that rhymes with dig, pig.**
   - **Tell me a word that rhymes with dark, park.**
   - **Tell me a word that rhymes with boy, joy.**

4. Continue assessment using the items on page 3.5.

5. Accept nonsense words if they rhyme.

6. Indicate correct responses with a check (√). Record incorrect responses next to the words on the child's Individual Score Sheet. Mark a dot (•) if the child cannot or will not produce a response.

7. Discontinue testing if the child misses three consecutive items after the practice items or if the child appears confused or frustrated.

8. Record the child's scores for rhyme choice and supply in the appropriate spaces on the Student Profile form.

Analysis

The teacher will gain useful information regarding the student's performance as s/he reflects on answers to the following questions and/or statements:

- Does the child indicate through body language that confusion exists?
- Does the child give nonsense or real words and indicate awareness of the difference?
- Does the child use the same letter(s) each time; i.e., cat/wat, how/wow, and jam/wam?
- Does the child understand the task?
- Is the child able to ask for further information or clarification if s/he is confused?
- Is the child able to correctly complete the Rhyme Choice section and/or the Rhyme Supply section?
- If the child gives the letter name, rather than the letter sound, the teacher should note which letter names were produced for the missed sound.

Phonological Awareness Assessment–Individual Score Sheet

Student's Name _____ Date _____ Grade _____

RHYME CHOICE

Tell me if these words rhyme:

1. sit fit _____
2. ball wall _____
3. trip sock _____
4. can pan _____
5. truck sing _____
6. tie van _____
7. play day _____
8. down clock _____

RHYME SUPPLY

Tell me a word that rhymes with _____

1. bat hat _____
2. head bed _____
3. fun run _____
4. got hot _____
5. rug bug _____
6. be me _____
7. take make _____
8. mill will _____

Recording
Indicate correct responses with a check (√). If the child gives an incorrect word, write that word. Mark a dot (•) if the child cannot or will not produce a response.

Discontinue
Discontinue testing if the child misses three consecutive items after the practice items or if the child appears confused or frustrated.

Total number correct ☐ (8) Choice ☐ (8) Supply

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Phonological Awareness
Phoneme Blending

Rationale

Children need to be able to scan through words and sequence the sounds made by letters or groups of letters. Phoneme blending is a skill to help students connect sounds in words they see but do not know; for example, if a child sees the word *met*, s/he needs to be able to isolate the sounds /m/ pause /e/ pause /t/ in sequence and yet be able to blend them together to enable auditory recognition of the word. While good instruction generally does not present sounds in isolation, for assessment purposes, the teacher will isolate these sounds or sound groups. Some children may need continued explicit instruction using isolated sounds as their phonological awareness skills develop.

In order to establish instructional priorities for each child as s/he builds an understanding of letters and sounds, the teacher will use the Phoneme Blending assessment. This assessment helps teachers understand what children specifically know about blending phonemes. **Teachers' observations are crucial and critical factors to inform their decisions about whom and when to assess.**

Procedure for Onset and Rime

1. Say to the child: **Words are made by putting sounds together. I am going to say the sounds, and I want you to tell me the word they make; for example, the sounds /s/ /at/ make the word 'sat.'**

   What word would I have if I put together the sounds /m/ /et/? Pause and let the student respond. (met) .

2. **Let's Practice**

   What word would I have if I put together the sounds /f/ /ed/? (fed)
   What word would I have if I put together the sounds /m/ /ap/? (map)
   What word would I have if I put together the sounds /l/ /ost/? (lost)

3. Continue assessing using the items on page 3.8.

4. Indicate correct responses with a check (√). Record incorrect responses next to the word on the child's Individual Score Sheet. If the child gives only a sound, write the letter that sound represents between two slash marks; for example, /r/. Mark a dot (•) if the child cannot or will not give a response.

5. Discontinue testing if the child misses three consecutive items after the practice items or if the child appears confused or frustrated.

6. Determine the child's level of accuracy by totaling the number of correct responses and recording the score on the Student Profile form.

Procedure for Phoneme Blending

1. Say to the child: **Words are made by putting sounds together. I am going to say the sounds, and I want you to tell me the word they make; for example, the sounds /p/** pause **/o/** pause **/t/** pause **make the word 'pot.'**

   What word would I have if I put together the sounds /m/ pause **/e/** pause **/t/?** (met)

2. **Let's Practice**

   What word would I have if I put together the sounds /f/ pause **/e/** pause **/d/?** (fed)
   What word would I have if I put together the sounds /m/ pause **/a/** pause **/p/?** (map)
   What word would I have if I put together the sounds /l/ pause **/o/** pause **/s/** pause **/t/?** (lost)

3. Continue assessing using the items on page 3.8.

4. Indicate correct responses with a check (√). Record incorrect responses next to the word on the child's Individual Score Sheet. If the child gives only a sound, write the letter that sound represents between two slash marks; for example, /r/. Mark a dot (•) if the child cannot or will not give a response.

5. Discontinue testing if the child misses three consecutive items after the practice items or if the child appears confused or frustrated.

6. Record the child's scores for onset/rime and phoneme blending in the appropriate spaces on the Student Profile form.

Analysis

The teacher will gain useful information regarding the student's performance as s/he reflects on answers to the following questions:

- Did the teacher add additional sounds to the identified sound cues; i.e., bat=buh/ a/ tuh?
- Is the child able to provide responses at a speed that indicates automatic recognition of sounds?
- Can the child manipulate onset and rimes but not multiple individual phonemes?
- If the child has difficulty blending phonemes, what is the pattern of response; i.e., able to produce the initial and final sounds but not the medial sound?
- Does the child respond using letter names, rather than letter sounds?

Phonological Awareness Assessment–Individual Score Sheet

Student's Name _____ Date _____ Grade _____

ONSET AND RIME

What word would I have if I put together these sounds?

1. /t/ /ake/ _____
2. /p/ /in/ _____
3. /d/ /og/ _____
4. /t/ /ea/ _____
5. /d/ /ust/ _____
6. /j/ /ump/ _____
7. /m/ /ouse/ _____
8. /sl/ /eep/ _____

PHONEME BLENDING

(Provide no additional help from this point.)

What word would I have if I put together:

1. /t/ /a/ /p/ (tap) _____
2. /p/ /e/ /n/ (pen) _____
3. /j/ /o/ /g/ (jog) _____
4. /c/ /u/ /t/ (cut) _____
5. /l/ /i/ /d/ (lid) _____
6. /b/ /i/ /k/ (bike) _____
7. /w/ /a/ /v/ (wave) _____
8. /s/ /o/ /f/ /t/ (soft) _____

Recording

Indicate correct responses with a check (√). If the child gives an incorrect response, write that response. If the child gives only a sound, write the letter that sound represents between two slash marks; for example, /r/. Mark a dot (•) if the child cannot or will not give a response.

Discontinue

Discontinue testing if the child misses three consecutive items or appears confused or frustrated.

Total number correct ☐ (8) Onset/rime ☐ (8) Phoneme blending

Phonological Awareness
Phoneme Segmentation

Rationale

In order to connect oral language knowledge to written text, children must become aware of the individual sounds that make up words. The next step is to begin to sequence the sounds from their oral language in order to reproduce that sequence with written letters to form conventional words. Children generally recognize and connect letters with the initial consonant sounds of a word first. They then become aware of the ending consonant sounds in the word. The most difficult sound placement for children to identify consistently is the medial letter position in a word. The purpose of this section is to assess whether children can hear and identify beginning, middle, and ending sounds in words. In order to establish instructional priorities for each child as s/he connects sounds to words, the teacher will use the sound segmentation tool. This assessment helps teachers understand what an individual child knows specifically about sound segmentation. **Teachers' observations are crucial and critical factors to inform their decisions about whom and when to assess.**

Procedure

1. Say to the child: **Remember how we put sounds together to make words? It is just as important for us to be able to take words apart, so we know what sounds are hiding in the words we already have. I will show you what I mean. Say the word, sat** (allow time for the child to respond). **You need to think about which sounds you hear in the word sat. What is the sound you hear first? /s/. The sound you hear next? /a/. The sound you hear last? /t/.**

2. **Let's Practice**
   Say the word, mud. What are the sounds you hear in mud? What is the sound you hear first? /m/. The sound you hear next? /u/. The sound you hear last? /d/.

   Say the word, not. Think about the first sound, the next sound, and the last sound. What is the sound you hear first? /n/. The sound you hear next? /o/. The sound you hear last? /t/.

   Say the word, coat. Think about the first sound, the next sound, and the last sound. What is the sound you hear first? /c/. The sound you hear next? /o/. The sound you hear last? /t/.

3. Continue assessing using the items on page 3.10.

4. Indicate correct responses with a check (√). Record incorrect responses next to the word on the child's Individual Score Sheet. If the child gives only one sound, write the letter that sound represents between two slash marks; for example, /r/. Mark a dot (•) if the child cannot or does not give a response.

5. Discontinue testing if the child misses three consecutive items after the practice items or appears confused or frustrated.

6. Determine the child's level of accuracy by totaling the number of correct responses and recording the score on the Student Profile form. Three checks per item equal one point. The total equals 8 points.

Phonological Awareness Assessment–Individual Score Sheet

Student's Name _____ Date _____ Grade _____

PHONEME SEGMENTATION

Assessment Items
(Provide no additional help from this point.)

What is the sound you hear first? The sound you hear next? The sound you hear last?

1. pat (/p/ /a/ /t/) _____
2. lip (/l/ /i/ /p/) _____
3. red (/r/ /e/ /d/) _____
4. tub (/t/ /u/ /b/) _____
5. sock (/s/ /o/ /k/) _____
6. mean (/m/ /e/ /n/) _____
7. joke (/j/ /o/ /k/) _____
8. fight (/f/ /i/ /t/) _____

Recording
Indicate correct responses with a check (√). If the child gives an incorrect response, write that response. If the child gives only a sound, write the letter that sound represents between two slash marks; for example, /r/. Mark a dot (•) if the child cannot or does not give a response.

Discontinue
Discontinue testing if the child misses three consecutive items or appears confused or frustrated.

Total number correct
(8 possible) ☐

Section IV

Comprehension

The purpose of the Comprehension assessment is to measure children's understanding of text and their use of appropriate reading strategies.

Effective comprehension strategies include a variety of behaviors that students can use before, during, and after reading, such as the following:

- Activating relevant prior knowledge;
- Skimming and scanning;
- Declaring a reading goal;
- Identifying important ideas and themes;
- Identifying plot and elements of narrative;
- Making inferences;
- Paraphrasing text meaning;
- Rereading selectively;
- Asking questions to clarify meaning;
- Visualizing and elaborating;
- Synthesizing and summarizing;
- Responding to text;
- Underlining key ideas and taking notes;
- Analyzing author's craft;
- Retelling; and
- Identifying central purpose, major ideas, and supporting ideas in non-fiction.

Comprehension Assessment Overview

The following Comprehension Assessment Overview displays the selection of *MLPP 2001* Comprehension assessment tools. The teacher makes intentional assessment tool choices, based on observation, when assessing comprehension skills of individual children in the classroom. Considerations that help guide a teacher's choice are the behaviors to be assessed, the level of analysis required of the student's performance, and the grade level of the child.

Comprehension Assessment Overview			
Name of Assessment	**Behaviors Assessed**	**Level of Analysis Needed**	**Grade Level when Student Demonstrates Average Performance**
Sulzby Classification Scheme for Emergent Storybook Reading (See pg. 4.3.)	Understanding of the reading process before conventional reading. • concepts of print • literary language	Use scale provided. (See pg. 4.6.)	Preschool–Grade One
Retelling (See pg. 4.9.)	Student understanding, organization, and processing of text.	Use rubrics provided. (See pgs. 4.7, 4.14, 4.15, and 4.16.)	Preschool–Grade Three

Procedure

1. Preview the directions for the Comprehension assessment tasks.
2. Select the task that you wish to use with a specific child or group of children. Select a book that is appropriate for the child/children and contains the features that are addressed in the task.
3. Keep the child's Individual Score Sheet near you as you conduct the assessment task, and mark the appropriate boxes as the child makes her/his responses.
4. Record the student's score on the Student Profile form.

Sulzby Classification Scheme of Emergent Storybook Reading
Preschool–Kindergarten

Rationale

Reading comprehension at preschool–kindergarten is assessed through the *Sulzby Classification Scheme of Emergent Storybook Reading (Sulzby Storybook assessment).* The purpose of this assessment is to help teachers understand a child's reading performance in relationship to a continuum of reading development.

This assessment assumes children increasingly develop literate behaviors before conventional reading. Such emergent literacy is observable through children's everyday explorations with print. They acquire oral and written language simultaneously as interrelated experiences.

The assessment of preschool–kindergarten students is not necessarily limited to the *Sulzby Storybook assessment* for this grade level. Teachers may elect to use the grade one or grade two assessments for students exhibiting advanced behaviors. Periodic assessment of all children is valuable to record student literacy growth across the year. Assessing comprehension more frequently may be required with children who are not making expected progress. Multiple assessments help the teacher make informed decisions about strategy emphasis during small group instruction.

Definition

Comprehension entails linking what is being learned to what is already known. It is the process of constructing meaning through the dynamic interaction between the reader's existing knowledge, the information suggested by the written language, and the context of the situation in which the learning is taking place.

Material

Texts that are appropriate for the task and developmental level of the child should be selected. Comprehension is affected by interest, so the teacher should choose books that the child will find interesting. Trade books and basal stories provide rich resources for assessing comprehension. The texts selected should be examples of quality writing and contain sufficient context to assess the child's depth of understanding of complex ideas.

Appropriate books include:

Corduroy, Don Freeman
Peter's Chair, Ezra Jack Keats
Three Billy Goats Gruff, Galdone
Are You My Mother, P. D. Eastman

Adapted from: Sulzby, E. (1985). Children's emergent reading of favorite storybooks: A developmental study. *Reading Research Quarterly, 20*(4), 244-280

Procedure

Retelling of the Story

It may be useful to do a retelling task prior to the student's emergent reading. Teachers not yet comfortable with the protocols and administration of the *Sulzby Storybook assessment* may use the following retelling approach for comprehension. As the teacher gains experience through practice with children, s/he is encouraged to begin to use the *Sulzby Storybook assessment* with the children in the classroom. During read-aloud time in the classroom, the teacher will read selected books, four (4) times over two weeks. (See list of criteria for book selection.) The teacher may first say to the child: **Tell me the story that you heard in this book.** The teacher can then identify what elements of the story the child was able to recall, such as characters, setting, events, and connections among elements. The teacher will classify the child's retelling via the four-point rubric.

Emergent Storybook Reading

During read-aloud time in the classroom, the teacher will read selected books, four (4) times over two weeks. (See list of criteria for book selection.) Following multiple readings, the teacher will place the familiar books in a space for the child's self-selection. When the teacher is ready to assess, s/he will ask the child to select a book and say: **Please read this book to me.**

1. ***Option One***: The teacher sits next to the child and says: **Please 'read' your book to me.**

   a. If the child does not read immediately or says, "I can't read," the adult uses appropriate prompts such as: **It doesn't have to be like grown-up reading—just do it your own way.**

   b. If the child still hesitates, the adult suggests they read together, begins reading, and pauses for the child to complete sentences or phrases. After a few pages of interactive reading, the adult again urges the child to read: **It's your turn now. Read to me.**

   Option Two: The teacher listens while a child *reads* to another child or group of children. The teacher listens attentively and appreciatively, focusing upon the story being shared.

2. The teacher has the *Sulzby Storybook assessment* and the Student Profile form readily available to record the child's performance level.

3. After listening to the child *read*, the teacher selects the descriptive statement that best fits the child's performance. The number of the descriptor is recorded on the lines at the bottom of the child's Individual Score Sheet. The title of the book read and the date are also recorded.

4. The teacher records the student's score on the Student Profile form.

Adapted from: Sulzby, E. (1985). Children's emergent reading of favorite storybooks: A developmental study. *Reading Research Quarterly, 20*(4), 244-280

Criteria for Book Selection for the *Sulzby Storybook Assessment*

Book selections are left to the teachers in the district. Trained teachers should participate in decisions about book selection for use with the *Sulzby Storybook assessment* since they better understand its purpose.

The following questions should be used to select books for the *Sulzby Storybook assessment.* These questions guide the teacher's thinking and choices and facilitate discussions with colleagues.

1. Do I know this book is one that some children *latch onto* and make a *favorite*? (This is a desirable characteristic.)
2. Does the book have characters and a plot?
3. Does the book have dialogue and dialogue carriers (he said, she asked)?
4. Does the book have ideal emotional content?
5. Can I read it well? Does it *roll off my tongue* nicely?
6. Is the book overly dependent upon rhyming and patterns?
7. Are the illustrations attractive and interesting to children?
8. Is there *something else* about it that, nevertheless, makes me think it will make a good book for the *Sulzby Storybook assessment* (even if it lacks some of the previous characteristics)?

Most of the books should be narrative stories with characters and plot. Some can be informational texts or other genres such as poetry and drama. The responses of children will vary based on how well children attend to the complexity of the narrative. Teachers will need to think about the complexity of the narrative in relationship to the student's response.

A book, such as *The Very Hungry Caterpillar,* is an interesting book and qualifies as a narrative, but Carle's book has only a protagonist and no other characters. This text may be useful for science units, as an author study on Eric Carle, and is attractive for three- to four-year-olds and kindergartners who have not had many experiences with books. However, it does not meet Sulzby's criteria for use when assessing emergent storybook reading.

Adapted from: Sulzby, E. (1985). Children's emergent reading of favorite storybooks: A developmental study. *Reading Research Quarterly, 20*(4), 244-280

Sulzby Storybook Assessment–Individual Score Sheet

Student's Name_____ Age _____ Grade _____

Reading Classification Scheme

Attending to Pictures/Not Forming Stories

1. Labeling and commenting
2. Following the action

Attending to Pictures/Forming Oral Stories

3. Dialogic storytelling (Like a dialogue–the student expects a response.)
4. Monologic storytelling (Like a monologue–the student does not actually expect a response.)

Attending to Picture/Mixed

5. Reading and storytelling mixed

Attending to Pictures/Forming Written Stories

6. Reading similar-to-original story
7. Reading verbatim-like story

Attending to Print

8. Refusing to read based on print awareness
9. Reading aspectually (The child focuses on one or more aspects to the exclusion of other cues.)
10. Reading with strategies imbalanced
11. Reading conventionally

Date	**Title of Book Read**	**Classification Score**	**Retelling Score** (Use kindergarten rubric.)

Adapted from: Sulzby, E. (1985). Children's emergent reading of favorite storybooks: A developmental study. *Reading Research Quarterly, 20*(4), 244-280

Student's Name _____ Date _____ Grade _____

Preschool/Kindergarten Oral Retelling

Quality of Retelling	4 Mature	3 Capable	2 Developing	1 Beginning
	The story is well-formed with most of the characters reviewed and expanded with a conclusion or a theme.	The story is well-formed with most of the characters reviewed with a recognizable beginning, middle, and end.	The retelling captures the gist of the story with some of the characters and a beginning and an ending.	Very little of the story is retold.

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Comprehension Strategies

The *MLPP 2001* Comprehension Strategies assessment is being developed during 2001. When it is ready, it will be distributed through the Regional Literacy Training Centers. In the interim, teachers assessing comprehension for conventional readers should use the Retelling assessment task and incorporate the comprehension strategies that are highlighted in the introduction of this Comprehension assessment (page 4.1).

For Retell Assessment Only

Retelling

Rationale

Retelling is a skill that has lifelong benefits in everyday activities; for example, relating of daily information, use in our legal system as testimony, and interaction in social activities such as jokes and gossip. In addition, retelling serves as both an effective instructional and assessment tool in the language arts area.

When used as an instructional strategy, retelling has been found to improve story comprehension, sense of story structure, and oral language complexity (Morrow, 1988). Students often may not inherently understand the parts of visual, oral, or written text and may not be able to construct elements of text successfully. Therefore, it is important that teachers instruct students in organizational patterns that support the comprehension of all means of communication.

As an assessment tool, retelling provides information on comprehension, sense of story structure, and oral language complexity. Retelling assessment allows teachers to have insight into how students are organizing and processing text. One advantage of retelling over the practice of assessing comprehension through questions is that "retelling allows a reader or listener to structure responses according to personal and individual interpretations of the text" (Morrow, 1998, p. 128).

Definition

Retelling is the process of constructing meaning from the original visual, oral, or written text, and relaying this meaning to another in the communicator's own words with the intent of being faithful to the author's intended meaning. In student terms, it is telling or writing about a text in her/his own words.

Operational Terms

Narrative

Gist/Main Idea	The essentials or central meaning of a story aside from the details.
Plot/Main Idea	What the story is about in "headline" form.
Lesson Learned	The lesson learned from the story. This may also be referred to as the theme.
Story Elements	The story includes main characters, setting, problem, major events, resolution, and their connection to one another.
Organization	Story events are told in an appropriate order with a beginning, a middle, and an end.
Linguistic Spillover	Students indicate they are internalizing many features of the original text by using language, conventions, and/or format from the text.

Informational

Gist/Central Purpose	Focuses on the big ideas of the selection. The big ideas are combined to form a central idea statement.
Restatement/Elements	
Important Elements	Important or major elements form the central purpose. They elaborate or provide examples of the central purpose.

Supporting Elements	Information that describes or explains important elements is identified. Supporting elements go together to form important elements.
Organization	Important and supporting elements are logically presented and connected.
Linguistic Spillover	Students indicate they are internalizing many features of the original text by using language, conventions, and/or format from the text.

Retelling Modes

Oral-to-Oral	The teacher reads aloud from a text; students retell orally. Where appropriate, students may be encouraged to draw for the purpose of organizing ideas prior to oral retelling.
Oral-to-Written	The teacher reads aloud from the text; students retell it in writing.
Written-to-Oral	Students read the text and retell it orally.
Written-to-Written	Students read the text and retell it in writing.

Text Level/Reading Competency

Independent/Easy: 95–100%
Instructional: 90–94%
Hard/Frustration: 89% or lower

Unguided Retelling	Students retell without intervention from teachers, peers, or other listeners (Glazer & Brown, 1993). This is the format recommended for the *MLPP 2001*.
Guided Retelling	The teacher intervenes in the form of prompt questions, typically used when a child experiences difficulty (Glazer & Brown, 1993). Prompts are a means of instruction and not appropriate in an assessment context.

Guidelines for Selecting Text for Retelling

In selecting materials for assessment purposes, the following information on genre, text difficulty, delivery mode, text length, and text features should be considered:

1. **Genre** The selections used for assessment purposes should be of the same genre types that have been studied in the classroom.

2. **Text Level/Reading Competency** A teacher should take into consideration levels of text difficulty or reading competency for each child; for example, independent/easy—95% and above, instructional—90–94%, and hard/frustration—89% and lower.

3. **Retelling Modes** The Retelling assessment is intended to be used after students have had some guidance and practice with retelling as an instructional tool. Therefore, the delivery mode of the assessment task should be consistent with the instructional format being used in the classroom; i.e., oral-to-oral, oral-to-written, written-to-oral, or written-to-written. The following guidelines will help facilitate the selection based on the delivery mode:
   - **Oral-to-Oral** Since this delivery mode will be measuring a student's listening comprehension, any text level that is age and content appropriate may be used.
   - **Oral-to-Written** Since this delivery mode will be measuring a student's listening comprehension, any text level that is age and content appropriate may be used.
   - **Written-to-Oral** Since the primary focus of the Retelling assessment is to measure comprehension and not oral reading accuracy, the text should be at a student's independent/easy level (95% or higher on an oral reading record).

- **Written-to-Written** Since the primary focus of the Retelling assessment is to measure comprehension and not oral reading accuracy, the text should be at a student's independent/easy level (95% or higher on an oral reading record).

4. **Length of Text** Length of text will depend on student experience with retelling and with a particular genre. Initial material should be short and well structured so students can learn the process of retelling and the characteristics of a particular genre. As they develop proficiency, students can move toward retelling longer and more complex text.

5. **Text Features** The following factors should also be considered by the teacher and the district in selecting texts for assessment and instruction:

   - Familiar concepts or concepts that can be scaffolded for the reader;
   - Interesting and engaging text both in format and content;
   - Text providing opportunities for problem-solving, searching, checking, and confirming for meaning;
   - Illustrations and pictures which support the reader's search for meaning;
   - Illustrations which extend the meaning;
   - Appropriate number of words on a page and length of text;
   - Clear text layout and print;
   - Variety of genre, informational as well as narrative;
   - Complexity of ideas from literal to abstract;
   - Variety of text structure (hierarchical, sequential, cause and effect, and problem-solution); and
   - Language structure which moves from simple to more complex.

NOTE: The Retelling assessment should be consistent with retelling instruction and with the child's level of reading competency. Therefore, *all children in a classroom may not be assessed using the same retelling mode of the same text.* Example 1: A teacher may use the same fable with the classroom, but one group may engage in an oral-to-written retelling, and another group may do a written-to-written retelling. The decisions should be based on the teacher's observation of each student's reading and/or writing ability. Example 2: A teacher may have all students engaged in a written-to-written retelling but provide each student with a text at her/his independent level.

Assessment Procedure

Retelling for assessment purposes should be conducted without prompts, props, or any referral to text/story during retelling. Individual predictions based on the title are encouraged, but the text/story should not be discussed with the child prior to the retelling or after the listening/reading. Students should retell, whether oral or written, immediately after listening or reading the text. Appropriate directions based on the delivery mode of the retelling should be selected; for example, oral-to-oral, oral-to-written, written-to-oral, or written-to-written. After the teacher assesses the student, the score is recorded on the Student Profile form.

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Directions: Oral-to-Oral (may include drawing)

1. The teacher provides a task process explanation; for example, **Here's what we are going to do . . . , Why we are going to do it . . . , and How we are going to do it . . . .**

2. The teacher reads the title and asks: **What do you think this will be about?**

3. The student shares a prediction with the teacher.

4. The teacher reads the passage aloud. **Listen to understand the story/information.**

5. The teacher rereads the passage. **Listen one more time so you can retell to a friend who has not heard it so your friend can understand it as well as you did.**

6. The student engages in retelling. **Retell the story/information as if you were telling it to a friend who has never heard it.**

7. The teacher scores the student's retelling using the appropriate rubric and records the score on the Student Profile form.

Directions: Oral-to-Written (may include drawing)

1. The teacher provides a task process explanation; for example, **Here's what we are going to do . . . , Why we are going to do it . . . , and How we are going to do it . . . .**

2. The teacher reads the title and asks, **What do you think this will be about?**

3. The student writes a prediction.

4. The teacher reads the passage aloud. **Listen to understand the story/information.**

5. The teacher rereads the passage. **Listen one more time so you can retell to a friend who has not heard it so your friend can understand it as well as you did.**

6. The student engages in a written retelling. **Retell the text/story in writing for a friend who has not heard or read it so your friend can understand it as well as you did.**

7. The teacher scores the student's retelling using the appropriate rubric and records the score on the Student Profile form.

Directions: Written-to-Oral

1. The teacher provides a task process explanation; for example, **Here's what we are going to do . . . , Why we are going to do it . . . , and How we are going to do it . . . .**

2. The teacher asks the student to read the title and write a prediction about the story's content.

3. The teacher provides directions: **Read the text as many times as you like to help you understand the story/information. When you are finished, I will ask you to retell the story/information as if you are telling it to a friend who has not heard or read the story so your friend can understand it as well as you did.**

4. The student reads the passage.

5. The student engages in an oral retelling. **Retell the text/story for a friend who has not heard it before so your friend can understand it as well as you did.**

6. The teacher scores the student's retelling using the appropriate rubric and records the score on the Student Profile form.

Directions: Written-to-Written

1. The teacher provides each student with a copy of the text.

2. Copies should be folded so only the title is seen.

3. Retelling Procedure

   Part 1, Predicting (based on the title)

   Each student writes a one- or two-sentence prediction about the text content.

   Part 2, Reading

   a. Directions

      Read the text as many times as needed. The goal is to understand and recall the main ideas in the text, not to memorize the story/information. You should retell the story/information in your own way. When you are finished, you will be asked to retell the story for a friend who has not heard or read it so your friend can understand it as well as you did.

   b. Everyone reads the text silently.

   Part 3, Retelling

   Retell the text in writing for a friend who has not read the selection so your friend can understand it as well as you did. Once you start your retelling, you may not look back at the text.

4. The teacher scores the student's retelling using the appropriate rubric and records the score on the Student Profile form.

Retelling procedures adapted from: Cambourne, B. & Hazel. (1987). *Read & Retell.* Portsmouth, NH: Heinemann

Student's Name _____ Date _____ Grade Level _____
Teacher _____ School _____

MLPP 2001

MLPP 2001 RETELLING RUBRIC FOR GRADES KINDERGARTEN–TWO
NARRATIVE TEXT

Qualities of Retelling	4–Mature	3–Capable	2–Developing	1–Beginning
Gist/Main Idea • Lesson Learned • Plot Main Idea	Retelling includes a **clear** generalization that states or implies the plot main idea **and** lesson learned.	Retelling includes a **generalization** that states or implies the plot main idea from the story.	Retelling indicates **inaccurate** or **incomplete** understanding of plot main idea.	Retelling includes minimal or no reference to, or understanding of, plot main idea.
Story Elements	Retelling contains a **clear** statement of **all** story elements (main characters, setting, problem, major events, and resolution) and their connection to one another.	Retelling contains a **clear** restatement of **most** story elements (main characters, setting, problem, major events, and resolution) and their connection to one another.	Retelling contains a restatement of **some** story elements with minimal connections to one another.	Retelling contains **minimal** restatement of story elements.
Organization	Events are retold following a **logical** sequence with a beginning, a middle, and an end.	Events are retold **mostly** in appropriate order with a beginning, a middle, and an end.	Events are retold in a **somewhat disconnected** fashion. The beginning or middle or end may be deleted.	Events lack sequence.
Linguistic Spillover	Use of language, conventions, and/or format from the selection reflects an **elaborated** and **personalized** understanding of the story.	Use of language, conventions, and/or format from the selection indicates **basic** understanding of the story.	Use of language, conventions, and/or format from the selection may indicate **superficial** understanding.	Retelling includes **little** or **no** use of language, conventions, and/or format from the story.

Date	Text Title/Level	Mode	Prediction	Gist	Elements	Organization	Linguistic Spillover

Key: **Mode** O/O: Oral-Oral O/W: Oral-Written W/O: Written-Oral W/W: Written-Written **Level** IN–independent IS–instructional H–hard/frustration
Prediction R–reasonable U–unreasonable N–no response

Additional observations:

4.14

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Student's Name _____ Date _____ Grade Level _____
Teacher _____ School _____

MLPP 2001

MLPP 2001 RETELLING RUBRIC FOR GRADES THREE–FIVE
NARRATIVE TEXT

Qualities of Retelling	4–Mature	3–Capable	2–Developing	1–Beginning
Gist/Main Idea: • Lesson Learned • Plot Main Idea	Retelling includes a **clear** generalization that states or implies the plot main idea **and** lesson learned.	Retelling includes a **generalization** that states or implies the plot main idea and lesson learned from the story.	Retelling indicates **inaccurate** or **incomplete** understanding of plot main idea.	Retelling includes minimal or no reference to, or understanding of, plot main idea.
Story Elements	Retelling contains a **clear** statement of **all** story elements (main characters, setting, problem, major events, and resolution) and their connection to one another.	Retelling contains a **clear** restatement of **most** story elements (main characters, setting, problem, major events, and resolution) and their connection to one another.	Retelling contains a restatement of **some** story elements with minimal connections to one another.	Retelling contains **minimal** restatement of story elements.
Organization	Events are retold following a **logical** sequence with a beginning, a middle, and an end.	Events are retold **mostly** in appropriate order with a beginning, a middle, and an end.	Events are retold in a **somewhat disconnected** fashion. The beginning or middle or end may be deleted.	Events lack sequence.
Linguistic Spillover	Use of language, conventions, and/or format from the selection reflects an **elaborated** and **personalized** understanding of the story.	Use of language, conventions, and/or format from the selection indicates **basic** understanding of the story.	Use of language, conventions, and/or format from the selection may indicate **superficial** understanding.	Retelling includes **little or no** use of language, conventions, and/or format from the story.

Date	Text Title/Level	Mode	Prediction	Gist	Elements	Organization	Linguistic Spillover

Key: Mode O/O: Oral-Oral O/W: Oral-Written W/O: Written-Oral W/W: Written-Written **Level** IN–independent IS–instructional H–hard/frustration
Prediction R–reasonable U–unreasonable N–no response

Additional observations:

4.15

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Student's Name _____ Date _____ Grade Level _____
Teacher _____ School _____

MLPP 2001

MLPP 2001 RETELLING RUBRIC FOR GRADES KINDERGARTEN–FIVE
INFORMATIONAL TEXT

Qualities of Retelling	4–Mature	3–Capable	2–Developing	1–Beginning
Gist/Central Purpose	Retelling indicates a **clear** and **elaborated** understanding of the central purpose of the selection.	Retelling indicates a **basic** understanding of the central purpose of the selection.	Retelling indicates an incomplete or inaccurate understanding of the central purpose of the selection.	Retelling includes **no** understanding of the central purpose of the selection.
Restatement/Elements	Retelling contains a **clear** and **accurate** restatement of important and supporting elements. It may contain related prior knowledge.	Retelling contains a clear and accurate restatement of **most** important and supporting elements.	Retelling lacks important elements and/or contains inaccurate information.	Retelling is **minimal and inaccurate.**
Organization	Important **and** supporting elements are logically presented and **clearly** connected.	**Most** important and supporting elements are logically presented and connected.	Elements are presented in a random or disconnected order.	There is **little or no** development of elements.
Linguistic Spillover	Use of language, conventions, and/or format from the selection reflects an **elaborated** and **personalized** understanding of the information.	Use of language, conventions, and/or format from the selection indicates **basic** understanding of the information.	Use of language, conventions, and/or format from the selection may indicate **superficial** understanding.	Retelling includes **little or no** use of language, conventions, and/or format from the selection.

Date	Text Title/Level	Mode	Prediction	Gist	Elements	Organization	Linguistic Spillover

Key: Mode O/O: Oral-Oral O/W: Oral-Written W/O: Written-Oral W/W: Written-Written **Level** IN–independent IS–instructional H–hard/frustration
Prediction R–reasonable U–unreasonable N–no response

Additional observations:

4.16

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Section V

Writing

Rationale

This assessment helps teachers understand specifically what individual children know about writing in order to establish instructional priorities for each child in the early stages of literacy development.

Writing provides opportunities for children to gain control of important literacy practices in the early stages. It helps children attend closely to features of letters and words and directs their attention to spatial concepts. It helps them develop the concepts of order and sequence while exploring ways to express their most important thoughts. It gives children experience in breaking down the task of producing words to their smallest segments (sounds) while at the same time synthesizing them into words, sentences, and complete messages or stories. Writing allows children to view written text from the perspective of the author. **Teachers' observations are crucial and critical factors to inform their decisions about whom and when to assess.**

Definition

Writing is the process of conveying ideas to an audience through printed language. The process begins with learning to use language symbols to communicate messages fulfilling a specific purpose. It progresses into an understanding that to clearly fulfill one's writing purpose and create the desired effect upon one's audience, the writer must follow several steps (planning, drafting, revising, editing, and publishing). Young writers should spend time drafting until they are sufficiently fluent with written language. It is through experience with the writing process and exposure to a variety of models that children begin to understand and use the writer's craft.

Assessment Guidelines

In the Prompt section, you will find general prompts provided for pre- and/or post-assessment for all grade levels. The teacher has the option of using the specific grade-level prompts which are included. Students should be provided time to plan and create a draft through drawing and/or text, as well as revise their efforts. Young writers use drawing to construct and plan their stories. They should have ample time to draw out their ideas in preparation for their writing. Group discussion before writing is very important for young children. It is imperative that thought be given to how the prompts will be introduced and how students will be provided experiences to help them plan their writing. Using the analytic rubric, the teacher evaluates the student's writing and records the score on the Student Profile form.

Holistic Writing Rubric

Four scoring guides for holistic assessment are provided. These guides are used to determine a holistic score between 1 (lowest) and 4 (highest). Descriptions for each level serve as guides for further writing instruction and formation of flexible instructional groups. The student's work is scored at the level best describing that particular piece of writing. **The teacher adds the holistic score to the Student Profile form by recording the appropriate number.**

Analytical Scoring Rubric
Four grade-level analytical guides are provided to determine the levels at which each trait appears in the writing. Each trait is assessed individually. Each element has a score that ranges from 1 (lowest) to 4 (highest). This type of assessment provides information that can be used for instructional purposes. Instruction is guided by recording a score for each element of the rubric. **The teacher adds the analytical score to the Student Profile form by recording a number for each element of the rubric.**

NOTE: The spelling score from the Spelling assessment should also be recorded in the Writing section on the record sheet. The score should guide the teacher in further spelling instruction.

Writer's Developmental Continuum
Writing behaviors are described in five phases of development. The teacher identifies the writing phase that best describes the student's work by analyzing the writing and observing the writer.

Analysis
The teacher analyzes the student's writing through use of the analytic rubric. This information helps guide the teacher as s/he makes instructional decisions for individual children. Just as in other *MLPP 2001* assessments, it is important to consider the results of the Writing assessment in light of other assessments that have been given. A child's writing sample provides a view of the integration of letter/sound information, fine motor skill development, vocabulary development, idea/concept development, and organizational and communication knowledge. The sample is valuable to a teacher in considering the strengths of a piece of work (the level of thinking and content selected for writing) as a means of determining how to continue supporting the literacy growth of an individual child.

Pre- and/or Post-Writing Prompts
Kindergarten–Grade Three

DAY 1: Pre-Writing and Drafting

Have the class form a circle to enable partner work and whole-class discussion. Encourage drawing and then writing words/sentences to go with the ideas in the drawing(s). Also provide students with paper and writing or artistic tools which might encourage drawing and writing.

TOPIC

Something I Do Well

Discussion of the topic/brainstorming

TEACHER: **Read and discuss the following:**

Are you good at doing something?

- **Are you good at drawing, reading, cooking, using a computer, playing a game, taking care of a brother or sister, or something else?**

- **What about this do you do well?**

Have students think and then share ideas with a partner.

Briefly share ideas around the circle until students have sufficient ideas from which to draw and write. Write examples/ideas on chart paper, the blackboard, or the overhead as students generate them. Review/reread responses.

Pre-Writing

TEACHER: **Make a drawing about what you do well.**

Write about something you do well. Do one of the following:

- **Tell about or describe what you do well;**

  OR

- **Tell about a time you did something well.**

Use examples from real life. Keep in mind that your writing will be read by adults.

Give students sufficient time to write a first draft.

DAY 2: Revising and Final Copy (Optional)

Gather students in partners, and talk about the questions below. Instruct students to share their writing with their partners by reading aloud. Partners should talk about the following questions concerning peer response/revising and polishing:

- **In my writing/drawing, do I have everything I want to tell?**
- **Does my writing make sense?**
- **Did I write sentences to go with my picture or my web?**
- **Did I use spaces between my words?**
- **Did I try to spell words by sounding them out or by finding them around the room?**
- **Did I use punctuation and capitalization?**
- **Do I have a beginning, a middle, and an end?**

Give students sufficient time to make any additions/changes to their writing and to make a final copy. Collect papers.

NOTE: Revising may be minimal with younger students, and making a final copy is unnecessary.

Pre- and/or Post-Writing Prompts
Kindergarten–Grade Three

DAY 1: Pre-Writing and Drafting

Organize the class in a circle to enable partner work and whole-class discussion. Encourage drawing and then writing words/sentences to go with the ideas in the drawing(s). Supply students with paper and other supplies that encourage drawing and writing.

TOPIC

A Special Place

TEACHER: **In our circle, we will talk about your special place. We will make sure that everyone has a chance to talk.**

- **Where or what is this place (indoors, outdoors, your bedroom, closet, tree house, or a place you like to visit)?**
- **What is it like there?**
- **What do you do there?**
- **Why is this place special to you?**

Have students think and then share ideas with a partner.

Briefly share ideas around the circle until students share sufficient ideas from which to draw and write. Write examples/ideas on chart paper, blackboard, or overhead as students generate them. Then review/reread responses.

Pre-Writing

TEACHER: **Make a drawing about your ideas (story).**

Write about a special place. Do one of the following:

- **Describe in detail a place that is important to you; or**
- **Tell what you like to do in your special place; or**
- **Tell why your special place is important to you; or**
- **Write about the topic in another way.**

DAY 2: Revising and Final Copy (Optional)

Gather students in partners, and talk about the questions below. Instruct students to share their writing with their partners by reading aloud. Partners should talk about the following questions concerning peer response/revising and polishing:

- **In my writing/drawing, do I have everything I want to tell?**
- **Does my writing make sense?**
- **Did I write sentences to go with my picture or web?**
- **Did I use spaces between my words?**
- **Did I try to spell words by sounding them out or by finding them around the room?**
- **Did I use punctuation and capitalization?**
- **Do I have a beginning, a middle, and an end?**

Give students sufficient time to make any additions/changes to their writing and to make a final copy. Collect papers.

NOTE: Revising may be minimal with younger students, and making a final copy is unnecessary.

Optional
Specific Grade-Level Prompt
Preschool/Kindergarten

DAY 1: Pre-Writing and Drafting

Organize the class in a circle to enable partner work and whole-class discussion. Encourage drawing and then writing words/sentences to go with the ideas in the drawing(s). Supply students with paper and other artistic tools that encourage dr- -ing and writing.

TOPIC

My Favorite Pet

Discussion of the topic/brainstorming

Read and discuss the following:

TEACHER: **In our circle, we will talk about your favorite pet or a pet you'd like to have. We will make sure that everyone has a chance to talk.**

Think about one of your pets or a pet you'd like to have.

- **What is special about your pet (friendly, tricks, or special talents)? If you do not have a pet, what would you like your pet to be able to do?**

  OR

- **What do you and your pet do together? (If you do not have a pet, tell about what you would like to do with a pet.)**

Have students think and then share ideas with a partner.

Briefly share ideas around the circle until students share sufficient ideas from which to draw and write. Write examples/ideas on chart paper, blackboard, or overhead as students generate them. Then review/reread responses.

Pre-Writing

TEACHER: **Make a drawing about your ideas (story).**

Write about your favorite pet or a pet you'd like to have. Do one of the following:

- **Tell about how your pet (or a pet you'd like to have) is special;**
  OR
- **Tell what you and your pet (or a pet you'd like to have) do together.**

Use examples from real life. Keep in mind that your writing will be read by adults.

Give students sufficient time to write a first draft.

DAY 2: Revising and Final Copy (Optional)

Gather students in partners, and talk about the questions below. Instruct students to share their writing with their partners by reading aloud.

Read the following questions aloud, and pause after each one to allow students time to respond:

- **In my writing/drawing, do I have everything I want to tell?**
- **Does my writing make sense?**
- **Did I write sentences to go with my picture or my web?**
- **Did I use spaces between my words?**
- **Did I try to spell words by sounding them out or by finding them around the room?**
- **Did I use punctuation and capitalization?**
- **Do I have a beginning, a middle, and an end?**

Give students sufficient time to make any additions/changes to their writing and to make a final copy. Collect papers.

NOTE: Revising may be minimal with younger students, and making a final copy is unnecessary.

Optional
Specific Grade-Level Prompt
Grade One

DAY 1: Pre-Writing and Drafting

Organize the class in a circle to enable partner work and whole-class discussion. Encourage drawing and then writing words/sentences to go with the ideas in the drawing(s). Supply students with paper and other art supplies that encourage drawing and writing.

TOPIC

My Favorite Toy

Discussion of the topic/brainstorming

Read and discuss the following:

TEACHER: **In our circle, we will talk about your favorite toy. We will make sure that everyone has a chance to talk.**

Think about your favorite toy.

- **Why is your favorite toy special to you (fun to play with or other kids like it)?**
  OR
- **What do you like to do with your favorite toy?**

Have students think and then share ideas with a partner.

Briefly share ideas around the circle until students have sufficient ideas from which to draw and write. Write examples/ideas on chart paper, blackboard, or overhead as students generate them. Then review/reread responses.

Pre-Writing

TEACHER: **Make a drawing about your favorite toy.**

Write about your favorite toy. Do one of the following:

- **Tell why your favorite toy is special to you;**
  OR
- **Tell what you like to do with your favorite toy.**

Use examples from real life. Keep in mind that your writing will be read by adults.

Give students sufficient time to write a first draft.

DAY 2: Revising and Final Copy (Optional)

Gather students in partners, and talk about the questions below. Instruct students to share their writing with their partners by reading aloud.

Read the following questions aloud, and pause after each one to allow students time to respond:

- **In my writing/drawing, do I have everything I want to tell?**
- **Does my writing make sense?**
- **Did I write sentences to go with my picture or my web?**
- **Did I use spaces between my words?**
- **Did I try to spell words by sounding them out or by finding them around the room?**
- **Did I use punctuation and capitalization?**
- **Do I have a beginning, a middle, and an end?**

Give students sufficient time to make any additions/changes to their writing and to make a final copy. Collect papers.

NOTE: Revising may be minimal with younger students, and making a final copy is unnecessary.

Optional
Specific Grade-Level Prompt
Grade Two

DAY 1: Pre-Writing and Drafting

Organize the class in a circle to enable partner work and whole-class discussion. Encourage drawing and then writing words/sentences to go with the ideas in the drawing(s). Supply students with paper and other art supplies that encourage drawing and writing.

TOPIC

A Time When I Got Hurt

Discussion of the topic/brainstorming

Read and discuss the following:

TEACHER: **In our circle, we will talk about a time when you got hurt. We will make sure that everyone has a chance to talk.**

Think about a time when you got hurt.

- **Tell about a time when your feelings got hurt;**
  OR
- **Tell about a time when you got hurt.**

Have each student think and then share ideas with a partner.

Briefly share ideas around the circle until students have sufficient ideas from which to draw and write. Write examples/ideas on chart paper, blackboard, or overhead as students generate them. Then review/reread responses.

Pre-Writing

TEACHER: **Get ready to write, draw, or web your ideas. Write about a time when you got hurt.**

Do one of the following:

- **Tell about a time when your feelings got hurt;**
  OR
- **Tell about a time when you got hurt.**

Use examples from real life. Keep in mind that your writing will be read by adults.

Give students sufficient time to write a first draft.

DAY 2: Revising and Final Copy

Gather students in partners, and talk about the questions below. Instruct students to share their writing with their partners by reading aloud.

Read the following questions aloud, and pause after each one to allow students time to respond:

- **In my writing/drawing, do I have everything I want to tell?**
- **Does my writing make sense?**
- **Did I write sentences to go with my picture or my web?**
- **Did I use spaces between my words?**
- **Did I try to spell words by sounding them out or by finding them around the room?**
- **Did I use punctuation and capitalization?**
- **Do I have a beginning, a middle, and an end?**

Give students sufficient time to make any additions/changes to their writing and to make a final copy. Collect papers.

Optional
Specific Grade-Level Prompt
Grade Three

This writing prompt is formatted in a more formal manner to support student achievement in writing as measured on the fourth grade Michigan Educational Assessment Program (MEAP) test. Suggested times are offered to help prepare students to write on demand. Activities are inclusive of several of the writing process elements. **Teachers' observations are crucial as students learn to manage these timed tasks.**

TOPIC

Friendship

Grouping Students

On the day before the assessment, inform students that, at times during the first two days of testing, they will work in groups of three and will sit close to their partners. Depending on class size, you may need to allow for one group of two or one group of four students. Use a grouping method that will result in productive interaction. Some teachers may prefer to assign students to groups; others may prefer to let the students select their own groups. A student may opt not to have peer partners, but this choice must be requested by the student. This option should not be announced to students, nor should it be the teacher's choice.

DAY 1: Pre-Writing and Drafting

The following are activities for Day 1 with suggested times:

Getting started	5 minutes
Peer discussion	10 minutes
Listening and sharing responses	10 minutes
Pre-writing and drafting	20 minutes
Total	45 minutes

Read to the students each task that has a separate set of instructions.

Getting Started
As students enter the classroom, remind them to sit near their partners. (See Grouping Students above.) When all students are seated and everyone has a pen or pencil and paper (or a test booklet, if applicable), proceed as follows:

TEACHER: **This class is going to take a test to see how well all of you can write a paper. We will take the paper through a writing process over the course of three days. The process includes pre-writing or gathering ideas; drafting or writing a paper the first time through; revising; and proofreading. It is important that you do your best.**

All of you will be working on the same part of the task at the same time. You will have a time limit and, for the most part, will be working alone.

Please clear your desks of everything except your pens or pencils. You may use a dictionary, a thesaurus, a spelling book, and/or a grammar book.

TEACHER: **We are now ready to begin, so please give me your attention. Please write your identification number (or name) on the top of your paper.**

You will be thinking and writing about the topic of friendship.

On your prompt, you will notice there are questions printed concerning this topic. I will read the questions from the prompt aloud as you read along silently.

DIRECTIONS: **Talk about these questions with your group, making sure everyone gets to speak.**

Think about friendship.

- **Think about your friends.**
- **What is a good friend?**
- **How do you make friends?**
- **What do you do to be a good friend?**
- **Why is it important to have friends?**

TEACHER: **In a moment, I will ask you and your partners to briefly talk about how you might answer these questions.**

Student's Name _____ Date _____ Grade _____

DIRECTIONS: Talk about these questions with your group, making sure everyone gets to speak.

Think about friendship.

1. Think about your friends.

2. What is a good friend?

3. How do you make friends?

4. What do you do to be a good friend?

5. Why is it important to have friends?

FOR REVIEW PURPOSES ONLY!

PEER DISCUSSION

TEACHER: **As you have a discussion with your partners, go through the questions in any order. Make sure all of you get to speak, and do not trade papers. This is an oral discussion. You may wish to spend more time on the questions that most interest you. You will have ten minutes to discuss them with your partners. Please begin.**

Wait ten minutes.

LISTENING AND SHARING RESPONSES

TEACHER: **I need your attention. Now that you have had some time to discuss these questions, I would like you to share some of your ideas with the rest of the class. What were some of your ideas?**

Go around the room, asking for volunteers to share ideas that came up in small groups. Time this activity so most of the questions are covered within ten minutes. However tempting, do not add any of your own responses. Do not write students' responses on the board; this is simply an opportunity for them to hear each other's ideas. Students may take notes in their own booklets if they wish.

After approximately ten minutes,

TEACHER: **You had a chance to share some ideas about this topic. Next you will do some writing about the ideas we have just been discussing.**

THEN SAY: **As I read "Writing about the Topic" aloud, please follow along silently.**

WRITING ABOUT THE TOPIC

Write about friendship.

You might, for example, do one of the following:

- **Tell what you do to be a good friend; or**
- **Think about one of your friends. Explain what that person does to be a good friend; or**
- **Tell about a time when you made a new friend; or**
- **Describe how friendship makes your life better; or**
- **Write about friendship in another way.**

Student's Name _____ Date _____ Grade _____

Writing about the Topic

Write about friendship.

You might, for example, do one of the following:

1. Tell what you do to be a good friend; or

2. Think about one of your friends. Explain what that person does to be a good friend; or

3. Tell about a time when you made a new friend; or

4. Describe how friendship makes your life better; or

5. Write about friendship in another way.

TEACHER: **You may use examples from real life, from what you read or watch, or from your imagination. Your writing will be read by interested adults.**

THEN SAY: **Before you begin to write your paper the first time through, you may want to list, cluster, outline, web, or free write. When you are ready, you may begin your draft. You may write in either pencil or pen. You may write in cursive, or you may print. There will be no talking allowed during this part of the test. You will have the next 20 minutes to get your ideas down on paper. Please work on your own during this time. Do not disturb other students. Later you will be sharing your work with your partners.**

After 15 minutes have passed,

TEACHER: **You have five more minutes left to write today.**

After approximately five more minutes (20 minutes total) have passed,

TEACHER: **Stop, please. Put your pen or pencil down, and look up. We will continue with your writing later. I will now collect your papers (booklets).**

When you come in tomorrow, please sit near the partners you worked with today.

Collect the papers from each student individually.

DAY 2: Drafting and Revising

The following are activities for Day 2 with suggested times:

Review of writing	5 minutes
Drafting and revising	25 minutes
Peer response	15 minutes
Total	45 minutes

On Day 2, students will continue working on their rough drafts. Students will have 5 minutes to look over their work from the day before, 25 minutes for drafting and revising, and 15 minutes for peer response.

TEACHER: **Please take a seat close to the partners you worked with yesterday. Does everyone have a pen or pencil?**

When all students have been seated and everyone has a pen or pencil,

TEACHER: **We are now ready to begin. Please give me your attention.**

THEN SAY: **Today you will continue writing about the same topic you worked on yesterday.**

REVIEW OF WRITING

Distribute papers to each student individually.

TEACHER: **We will begin by looking at "Writing about the Topic" again. I'll read it aloud, and you can follow along in your prompts.**

Read the "Writing about the Topic" on page 5.16 aloud slowly and clearly from this document.

TEACHER: **Take some time to reread your work from yesterday.**

DRAFTING AND REVISING

Wait five minutes.

THEN SAY: **Today you are going to continue the writing you have already started. Focus on what the assignment is asking you to do. Then use your time to write and begin revising a draft of your paper. You will have the next 25 minutes to work on your paper. Use as many pages as you need to write as complete a response to the topic as you can. Make your writing as full and interesting as possible, and remember to include specific details, examples, and descriptions or explanations. As you continue to work on your draft, you may use as much or as little of your rewriting as you think will help you. Later you will be sharing your work with your partners again. You can begin writing now.**

After about 20 minutes have passed,

TEACHER: **You have five minutes left to write.**

After five more minutes (25 minutes total) have passed,

TEACHER: **Stop, please. Put your pen or pencil down, and look up.**

PEER RESPONSE

When students are ready,

TEACHER: **You and your partners will each take a turn reading your writing aloud. Listen carefully when your partners are reading so you can help them with their writing. Make sure all of you have an equal chance to get help with your writing.**

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After you read what you have written, work with your partners to answer the questions on the board (or on the sheet I've given you) and any other questions you may have about each other's writing. Make sure all of you receive comments about your writing. I will read the following questions aloud:

- **Is my writing easy to understand?**
- **Does my writing sound good?**
- **Is my writing interesting?**
- **Is there anything you would like to know more about in this piece of writing?**
- **What do you want to know?**
- **Is there anything I should take out?**
- **What could I do to make my writing better?**

You will have 15 minutes for this activity.

During this time, students may write on their own papers, but check to see that they are not writing on other students' papers. Teachers are not to edit or make suggestions about students' work.

After ten minutes,

TEACHER: **You have five minutes left.**

After five more minutes (15 minutes total) have passed,

TEACHER: **Stop, please. We will continue later with revising and proofreading your papers. I will now collect your papers (booklets).**

Collect the papers from each student individually.

Student's Name _____ Date _____ Grade _____

Peer Response

You will have 15 minutes for this activity.

After you read what you have written, work with your partners to answer the questions on the board (or on the sheet I've given you) and any other questions that you may have about each other's writing. Make sure all of you receive comments about your writing. I will read the following questions aloud:

1. Is my writing easy to understand?

2. Does my writing sound good?

3. Is my writing interesting?

4. Is there anything you would like to know more about in this piece of writing?

5. What do you want to know?

6. Is there anything I should take out?

7. What could I do to make my writing better?

DAY 3: Revising and Proofreading

The following are activities for Day 3 with suggested times:

Considering checklists (revision and polishing)	15–25 minutes
Recopying	Remainder of time
Total	45 minutes

Students will be asked to return to the drafts they have written and spend some time using checklists to help revise and polish their work. Students will continue to work on their drafts and then copy their final drafts on clean paper. *Students will NOT be working with partners on this day.*

When all students have been seated, distribute to individual students their original papers and new paper for use in final drafts.

TEACHER: **We are now ready to begin. Please give me your attention. Do all of you have your own paper (booklet)? Do all of you have a pen or pencil?**

Today you'll work alone to revise and proofread your paper. You may use a dictionary, a thesaurus, a spelling book, and/or a grammar book during this time.

CONSIDERING CHECKLISTS

TEACHER: **Today you will (1) revise your paper (which means to rethink your ideas) keeping in mind what your partners may have said yesterday, (2) polish your paper (which means editing and proofreading), and (3) recopy your paper as neatly as possible.**

Use the checklist on the board (or that I have given you) as you revise and polish the piece you have written. Any writing you want scored should be on your final draft paper.

Checklist for Revision

- **Do I have a clear central idea that connects with the topic?**
- **Do I stay focused on my central idea?**
- **Do I support my central idea with important details/examples?**
- **Do I need to take out details/examples that DO NOT support my central idea?**
- **Is my writing organized and complete with a clear beginning, middle, and end?**
- **Do I use a variety of interesting words, phrases, and/or sentences?**

Checklist for Polishing

- **Have I checked and corrected my spelling to help readers understand my writing?**

- **Have I checked and corrected my punctuation and capitalization to help readers understand my writing?**

THEN SAY: **Reread your writing. Then think about these questions as you work on your own to revise and polish your writing from Days 1 and 2 (five minutes). Be sure to plan enough time to copy your paper. Use as many pages as you need to write as complete a response to the topic as you can. Only the writing in your final draft will be scored, so you must have your entire paper copied into a new document by the end of the next 45 minutes. You may cross out any errors you make. Neatness doesn't count. You may now begin.**

After approximately 25 minutes have passed,

TEACHER: **You have 20 minutes left to work. If you haven't already started copying over your final paper, you'll want to start now.**

After approximately 15 more minutes have passed,

TEACHER: **You have five minutes left to work.**

After five more minutes (45 minutes total) have passed,

TEACHER: **Stop, please. Finish the sentence you are now writing. Put your pen or pencil down, and look up. I will now collect your papers.**

(Adapted from MDE MEAP format)

Student's Name _____ Date _____ Grade _____

Checklist for Revision

1. Do I have a clear central idea that connects to the topic?

2. Do I stay focused on my central idea?

3. Do I support my central idea with important details/examples?

4. Do I need to take out details/examples that DO NOT support my central idea?

5. Is my writing organized and complete with a clear beginning, middle, and end?

6. Do I use a variety of interesting words, phrases, and/or sentences?

Checklist for Polishing

1. Have I checked and corrected my spelling to help readers understand my writing?

2. Have I checked and corrected my punctuation and capitalization to help readers understand my writing?

Spelling

Rationale
Spelling helps students gain precision in their writing and helps them communicate effectively with others. Greater skill development increases flexibility and maximizes control of written language.

The Spelling assessment helps teachers understand specifically what individual children know about spelling in order to establish instructional priorities for each child in the early stages of literacy development. **Teachers' observations are crucial and critical factors to inform their decisions about whom and when to assess.**

Teachers with an understanding of the development of spelling and phonological encoding can more accurately assess development, plan instruction, and structure classroom experiences. Writing can be analyzed to determine the developmental level of the writer's spelling ability. There are five categories of spelling development: preliminary, semi-phonetic, phonetic, transitional, and independent. It is important to identify the stage at which each student has developed her/his spelling ability since this information will guide instructional practice and classroom activities to ensure that all students continue to progress.

Definition
Spelling is the process of representing spoken language by letters and diacritics (additional marks used to describe the pronunciation of René) governed by rules and exceptions.

Assessment Guidelines
The teacher uses the writing sample from the writing prompt to initially determine the child's level of spelling knowledge and to identify the stage of development. The student's stage of development is recorded on the Student Profile form.

Analysis
The teacher analyzes the writing for spelling knowledge using the spelling stage descriptions and finds the stage best explaining the spelling development found in the writing sample. By assessing other pieces of the student's writing, the stage of development can be confirmed or adjusted.

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Spelling Developmental Stages

Preliminary Spelling
The writer is aware that print carries a message and uses writing-like symbols to represent written language. The writer uses known letters or approximations of letters to represent written language and assign a message to own symbols. Letter strings are mainly used.

Semi-Phonetic Spelling
The writer uses left-to-right letter sequence with a mixture of upper and lower case letters. The writer represents the sounds which are most obvious and represents whole words with one, two, or three letters. The writer mainly uses consonants and is confident to experiment with words. There is evidence of spacing between words.

Phonetic Spelling
The writer chooses letters on the basis of sound without regard to conventional spelling patterns. The writer represents all substantial sounds in a word and displays some evidence of vowel markers. The writer develops particular spellings for certain sounds, often using self-formulated rules, rather than generalizing rules or patterns, and is willing to take risks. Some common high-frequency words are spelled correctly.

Transitional Spelling
The writer uses letters to represent all vowel and consonant sounds in a word, placing vowels in every syllable. The writer begins to use visual strategies, such as knowledge of common letter patterns and critical features of words. The writer incorporates correct spelling of words but in the wrong form (there/their). The writer willingly takes risks and is not limited by adherence to known words. High-frequency words are spelled correctly.

Independent Spelling
The writer appropriately uses the many patterns and rules characteristic of the English spelling system, includes a large bank of known words automatically recalled, and considers alternative spellings. Independent spelling means students can spell words defying rules and/or which rely on context; for example, there/their. Personal constructions are used for unfamiliar words. There is evidence of visual scanning present.

The stages of spelling development are modifications of: Education Department of Western Australia. (1994). *Spelling First Steps.* Melbourne, Australia: Longman Australia Pty Limited

Preschool/Kindergarten Holistic Writing Rubric

4 The writing/drawing sticks to the topic and shows development of the topic with text-enhancing drawing. The writing includes appropriate details or examples using prior knowledge and/or experience. The writing consists of two or more sentences and shows a logical sequence from beginning to end. The writing is interesting to the reader. The writer may take risks with interesting words and a variety of sentence structures and uses humor, descriptive detail, and words available in the room. The writing consistently demonstrates knowledge of sound/letter correspondence and accuracy in punctuation and capitalization. Spacing between words, accurate letter formation, and left-to-right sweep contribute to ease of reading. Surface feature errors (spelling, capitalization, grammar, and punctuation) do not interfere with understanding.

3 The writing/drawing is on the topic and shows development of the topic with details and examples. The writer presents an attempt at a logical sequence from a beginning to an end. The drawing and writing hold the reader's attention. The writing demonstrates some knowledge of the sound/letter correspondence and shows some attention to punctuation and capitalization. Surface feature errors do not interfere with understanding.

2 The writing/drawing is generally on the topic. However, details and examples may be limited. The writer demonstrates an attempt to present a sequence and/or development of ideas. Sentences and vocabulary are limited. Surface feature errors make understanding difficult. Generally, the correct initial consonants are present for most words.

1 The writing/drawing shows little or no development of the topic. The writing shows little direction, and the vocabulary is limited; using one or two words, not a complete sentence. The writing shows little or no use of writing conventions or sound/letter correspondence.

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Profiles in Excellence, Van Y Elementary, Atherton, MI

MLPP 2001

Student's Name _____ Date _____ Grade _____

MLPP 2001 KINDERGARTEN ANALYTIC WRITING RUBRIC

Qualities of Writing	4	3	2	1
Content and Ideas	The writing sticks to the topic with: • text-enhancing drawing; • appropriate details/examples using prior knowledge/experience; and • two or more sentences.	The writing/drawing is on the topic and shows development of the topic with details/examples.	The writing/drawing is generally on the topic. Details/examples may be limited.	The writing/drawing shows little or no development of the topic.
Organization	There is a logical sequence from beginning to end.	There is an attempt at a logical sequence from beginning to end.	There is an attempt at sequence and/or development of ideas.	The writing shows little direction.
Style/Voice	The writing interests the reader; for example: • risking with interesting words and a variety of sentence structures; • using humor and descriptive details; and • appropriately using words available in the room.	The drawing/writing holds the reader's attention.	Sentences and vocabulary are limited.	The written vocabulary is limited; e.g., one or two words, not a complete sentence.
Conventions	The writing consistently demonstrates knowledge of sound/letter correspondence and accuracy in punctuation and capitalization. Spacing between words, accurate letter formation, and left-to-right sweep contribute to ease of reading. Surface feature errors do not interfere with understanding.	The writing demonstrates some knowledge of sound/letter correspondence and shows some attention to punctuation and capitalization. Surface errors do not interfere with understanding.	Surface feature errors make understanding difficult. There are, at least, initial consonants for most words.	The writing shows little or no use of writing conventions or sound/letter correspondence.

Appropriate for use during the second semester of kindergarten and first semester of Grade One.

5.28

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Grade One Holistic Writing Rubric

4 The writing sticks to the topic and shows development of the topic with text-enhancing drawing. The writing includes appropriate details or examples using prior knowledge and/or experience. The writing develops a beginning, a middle, and an end with an effective lead or ending. The writing uses interesting words and variety in sentence structure and appropriately uses humor, descriptive detail, and words available around the room. The writing consistently demonstrates knowledge of sound/letter correspondence and accuracy in punctuation and capitalization. The writing provides spacing between words, accurate letter formation, and left-to-right sweep which contribute to ease of reading. Surface feature errors (spelling, capitalization, grammar, and punctuation) do not interfere with understanding.

3 The writing is on the topic and shows development. The text matches the picture through details/examples and attempts to develop the topic with a beginning, a middle, and an end and holds the reader's attention. The writing demonstrates some knowledge of sound/letter correspondence and shows some attention to punctuation and capitalization. Surface feature errors do not interfere with understanding.

2 The writing is generally on the topic. Details/examples are limited. There is an attempt at sequence and/or development of ideas. Sentences and vocabulary are limited or incomplete. Surface feature errors make understanding difficult.

1 The writing shows little or no development of the topic and shows little direction. The vocabulary is limited. The writing uses no writing conventions or sound/letter correspondence.

Profiles in Excellence, Van Y Elementary, Atherton, MI

MLPP 2001

Student's Name _____ Date _____ Grade _____

MLPP 2001 GRADE ONE ANALYTIC WRITING RUBRIC

Qualities of Writing	4	3	2	1
Content and Ideas	The writing sticks to the topic and shows development of the topic with: • text-enhancing drawing; and • appropriate details/examples using prior knowledge/experience.	The writing is on the topic and shows development of the topic with: • text-matching picture; and • details/examples.	The writing is generally on the topic. Details/ examples may be limited.	The writing shows little or no development of the topic.
Organization	There is a beginning, a middle, and an end. Lead and/or ending may be particularly effective.	There is an attempt at the development of the topic with a beginning, a middle, and an end.	There is an attempt at sequence and/or development of ideas.	The writing shows little direction.
Style/Voice	The writing interests the reader through: • taking risks with interesting words and a variety of sentence structures; • using humor and descriptive details; and • appropriately using words available in the room.	The writing holds the reader's attention.	Sentences and vocabulary may be limited or incomplete.	The written vocabulary is limited.
Conventions	The writing consistently demonstrates knowledge of sound/letter correspondence and accuracy in punctuation and capitalization. Spacing between words, accurate letter formation, and left-to-right sweep contribute to ease of reading. Surface feature errors do not interfere with understanding.	The writing demonstrates some knowledge of sound/ letter correspondence and shows some attention to punctuation and capitalization. Surface errors do not interfere with understanding.	Surface feature errors may make understanding difficult.	The writing shows little or no use of writing conventions or sound/ letter correspondence.

5.30

Appropriate for use during the second semester of Grade One and first semester of Grade Two.

Atherton Community Schools/Barbara Reed Nelson, GISD, 1999

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Grade Two Holistic Writing Rubric

4 The writing is on the topic with details/examples that are age and topic appropriate. The writing has a clear beginning, middle, and end and creates emotion in the reader through effective word choice and varied sentence structure. The writing generally shows accuracy in punctuation and capitalization and demonstrates knowledge of sound/letter correspondence and spelling rules. Errors do not interfere with understanding.

3 The writing is on the topic and shows development of the topic with some details/examples. The topic is developed through an attempt at a beginning, a middle, and an end. The writing holds the reader's attention with attempts at descriptive word(s) and varied sentence structure and shows attention to conventional spelling, capitalization, and punctuation. Surface feature errors (spelling, capitalization, grammar, and punctuation) do not interfere with understanding.

2 The topic is stated but developed with unrelated details or examples, and the focus wanders. There is an attempt at sequence or development of thoughts, and the writing does not include a beginning, a middle, and an end. Sentences are simple and incomplete with a limited vocabulary. Surface feature errors make understanding difficult, and the writing relies heavily on phonetic spelling.

1 The writing shows little or no development of the topic or may be limited in length. There are attempts to get words and/or sentences on paper. The written vocabulary is limited, and sentences are incomplete or simple. The writing shows little or no use of writing conventions. Surface feature errors make understanding difficult.

PUBLIC DOMAIN

Student's Name _____ Date _____ Grade _____

MLPP 2001 GRADE TWO ANALYTIC WRITING RUBRIC

Qualities of Writing	4	3	2	1
Content and Ideas	The writing is on the topic with details/examples that are age and topic appropriate.	The writing is on the topic and shows development of the topic with some details/ examples.	The topic is stated and developed with unrelated details or examples; the focus wanders.	The writing shows little or no development of the topic or may be limited in length.
Organization	The writing has a clear beginning, middle, and end.	The topic is developed through an attempt at a beginning, a middle, and an end.	There is an attempt at sequence or development of thoughts. The writing does not include a beginning, a middle, and/or an end.	There is an attempt to get words and/or sentences on paper.
Style/Voice	The writing creates emotion in the reader through effective word choice and varied sentence structure.	The writing holds the reader's attention with attempts at using descriptive words and varied sentence structure.	Sentences may be simple or incomplete with a limited vocabulary.	The written vocabulary is limited; sentences are incomplete or simple.
Conventions	The writing generally shows accuracy in punctuation and capitalization. The writing also demonstrates knowledge of sound/letter correspondence and spelling rules; errors do not interfere with understanding.	The writing shows attention to conventional spelling, capitalization, and punctuation. There may be surface feature errors, but they do not interfere with understanding.	Surface feature errors may make understanding difficult. The writing relies heavily on phonetic spelling.	The writing shows little or no use of writing conventions. Surface feature errors make understanding difficult.

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Grade Three Holistic Writing Rubric

4 The writing is clearly focused on the topic and supported with appropriate details and/or examples. The writing shows a clear beginning, middle, and end, and ideas are separated into paragraphs. The author's voice/personality engages the reader and/or evokes emotion through effective word choice and varied sentence structure. Sentences are complete, and surface feature errors (spelling, capitalization, grammar, and punctuation) are minimal.

3 The writing is focused on the topic and includes details/examples. The writing shows an attempt to organize using a beginning, a middle, and an end, and the ideas are separated into paragraphs. The author's voice/personality is evident through the use of descriptive words, as well as varied sentence structure. Sentences are complete, and surface feature errors do not interfere with understanding.

2 The writing presents an undeveloped topic. The focus wanders. There is an attempt to organize ideas, but the writing may lack connections. The writing shows limited vocabulary and/or simple sentence structure. Sentences are incomplete, and surface feature errors make understanding difficult.

1 The writing lacks focus on the topic or is limited in length. The writing shows little direction or organization, the vocabulary is limited, and sentences are simple. The minimal control of surface feature errors makes understanding difficult.

MLPP 2001

Student's Name _____ Date _____ Grade _____

MLPP 2001 GRADE THREE ANALYTIC WRITING RUBRIC

Qualities of Writing	4	3	2	1
Content and Ideas	The writing is clearly focused on the topic and supported with appropriate details and/or examples.	The writing is focused on the topic and includes details/ examples.	The topic is presented but not developed; the focus may wander.	The writing shows minimal focus on the topic or is limited in length.
Organization	The writing shows a clear beginning, middle, and end. Ideas are separated into paragraphs.	The writing shows an attempt to organize using a beginning, a middle, and an end; the ideas may be separated into paragraphs.	There is an attempt to organize ideas, but the writing may lack connections.	The writing shows little direction or organization.
Style/Voice	The author's voice/personality engages the reader and/or evokes emotion through effective word choice and varied sentence structure.	The author's voice/personality is evident through the use of descriptive words, as well as varied sentence structure.	The writing may show limited vocabulary and/or simple sentence structure.	The vocabulary is limited, and sentences are simple.
Conventions	Sentences are complete, and surface feature errors (spelling, capitalization, grammar, and punctuation) are minimal.	Sentences are complete, and surface feature errors (spelling, capitalization, grammar, and punctuation) do not interfere with understanding.	Sentences may be incomplete, and surface feature errors (spelling, capitalization, grammar, and punctuation) may make understanding difficult.	The minimal control of surface feature errors (spelling, capitalization, grammar, and punctuation) makes understanding difficult.

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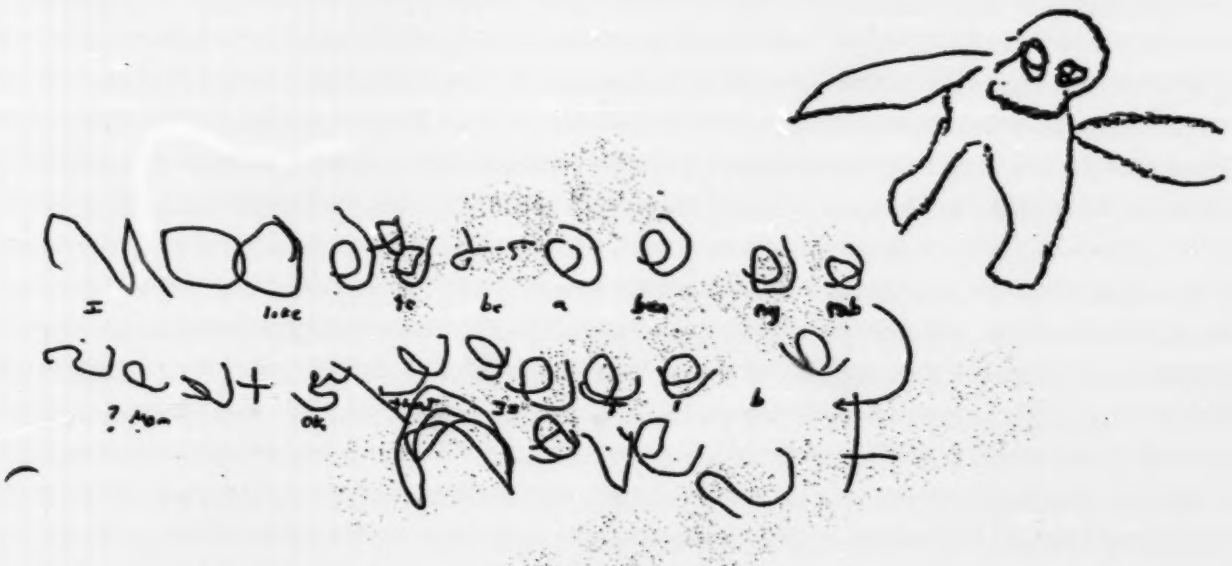
Writing Continuum Sample

Phase 1: Pre-Emergent

In this phase, children are experimenting with marks on paper to make connections between spoken and written language. They scribble and make marks on paper as they attempt to copy adult writing and communicate a message through their scribbles.



Students were asked to draw and write about Halloween.

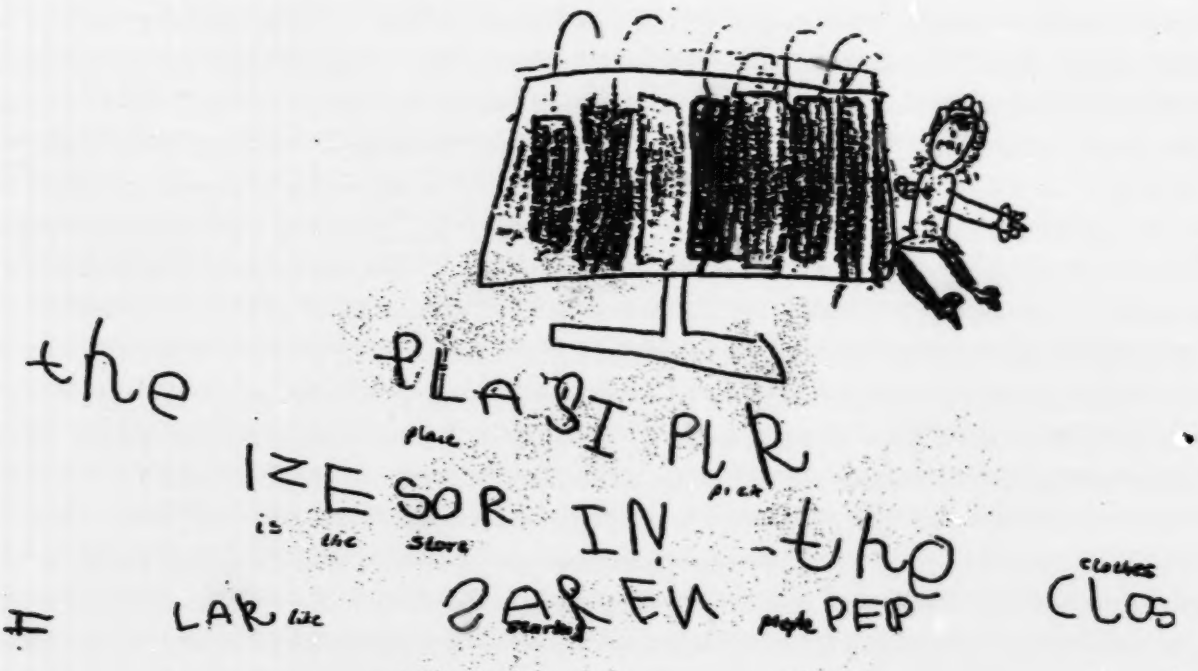
The writer:

- makes random or scribble marks on paper;
- scribbles in lines, sometimes with breaks in the scribbles;
- draws symbols consisting of straight and curved lines that look like letters;
- mixes letters, numbers, and invented letters together;
- experiments with letters, often reversing or making mirror images;
- copies forms of some types of writing such as letters and lists; fills in forms like bank slips and order forms with neat scribbles;
- mixes up capital and lower case letters; usually prefers to use capital letters;
- copies print s/he sees around her/him;
- shows beginning awareness that writing progresses from left to right and top to bottom;
- role-plays writing messages for reason; for example, phone messages and shopping lists;
- recognizes own name in print and tries to write it;
- repeatedly uses first letter and other letters from her/his name or other well-known sources when writing;
- sometimes thinks her/his writing can be read by others; and/or
- creates a picture which relates to the topic.

Adapted from: *First Steps in Writing: A Developmental Continuum.* Portsmouth, NH: Heinemann

Phase 2: Emergent Writing

In this phase, children know speech can be written down and that print represents the spoken word. They understand that writing progresses from left to right and top to bottom. They experiment with writing letters and words.



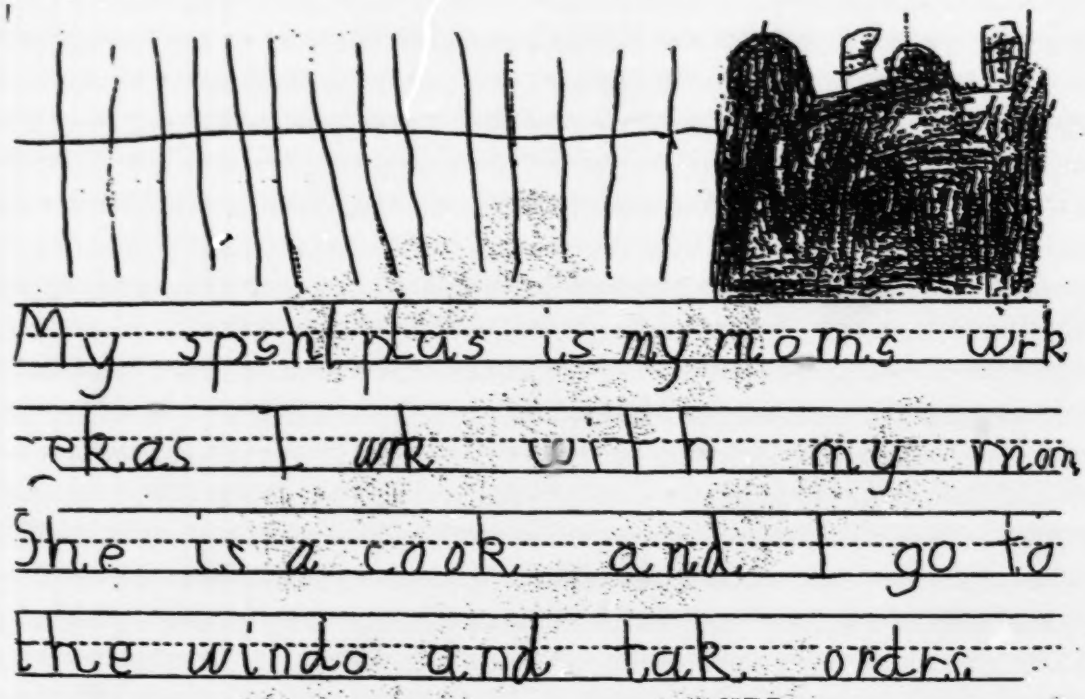
Students were asked to draw and write about a special place.

The writer:

- tries to read back her/his own writing;
- knows that the written message stays the same but does not always "read it" the same way;
- voices thoughts while writing;
- mixes up capitals and lower case letters;
- can tell the difference between numbers and letters;
- "writes" from left to right and top to bottom on a page;
- starts to leave spaces between "words;"
- shows that one letter or letter cluster represents one word;
- repeats familiar words when writing;
- uses a mix of conventional and invented spelling;
- starts to notice features like periods and commas and uses them throughout her/his writing;
- dictates slowly when an adult is writing for her/him;
- attempts different forms of writing; for example, letters, lists, phone messages, stories, and greeting cards;
- creates detailed pictures relating to topics; and/or
- demonstrates knowledge of letter/sound correspondence.

Phase 3: Developing

In this phase, children write about things that are special to them. They are beginning to write for other people (teacher or parents). They know what they want to write and struggle to put it on paper. If they are concentrating on one thing, they often lose control over another; for example, if they concentrate on neat printing or on spelling, they may "lose" what they want to say.



Students were asked to draw and write about a special place.

The writer:

- uses a small range of familiar forms of writing; for example, letters, stories, recipes, and lists;
- often writes about personal events; for example, holidays, pets, or something that has happened;
- writes in sentences;
- uses transitional or sequence words, such as "and then," often in her/his writing;
- includes a beginning, a middle, and an end;
- may begin to make simple corrections. The writer may be overwhelmed if asked to correct writing of which s/he is very proud;
- attempts to use some punctuation, such as periods, capitals, and question marks;
- sometimes writes on the same topic or uses the same sentence beginnings again and again;
- talks with others to plan and revise own writing;
- provides some detail and description in writing; and/or
- uses accurate spelling of high-frequency words.

Phase 4: Fluent Writing

In this phase, writers know most of the basic elements of the writing process. They are able to choose different types of writing to suit different purposes. When they are focusing on learning a new skill, they often appear to regress in other areas.

My Special Spot

My special spot is across the pond, and on a fallen down tree. We call it our fort. There is roots sticking up like a big chair. When you climb up the tree, at the very top it is like a look out. Also you can sit down and let your feet dangle.

There is a ravine across from it. If you cross over you will be in a huge meadow! Jessica and I would climb all oven and look for new exciting places. We pretend people are coming and are going to try and take over the place, because it is so beautiful! But they can't! We have sword fights with the cattails. The ice is close by so we can slide around.

It is very fun. I like our special spot!

Students were asked to draw and write about a special place.

The writer:

- uses different forms of writing to suit different purposes; for example, an explanation in social studies, an experiment in science, and a procedure in math;
- plans before starting to write;
- considers the needs of the reader and includes essential background information;
- starts to use heading and subheadings to organize writing;
- can use information from reading in her/his writing; for example, takes notes from an encyclopedia for a project;
- groups sentences which contain related information into paragraphs;
- links ideas together to form a logical piece of writing;
- includes sentences that vary in length, organization, and complexity;
- selects vocabulary appropriate to specific curriculum areas;
- proofreads and edits her/his own work reasonably well;
- enjoys having fun with language; for example, puns and names; and/or
- begins to adjust vocabulary according to the audience; for example, when writing a story for young children, s/he will include a less complex vocabulary than in writing a story for adults.

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Phase 5: Proficient Writing

In this phase, writers have developed a personal style of writing and can adapt different forms of text to suit different purposes and audiences. They have control over spelling and punctuation and select appropriate words from a wide vocabulary.

A Clean Soul

To me the shower is much more than a place to bathe regularly. It has a special effect on my brain. The water pelting down on my head activates the pile of mush into a thinking machine. In the shower I feel revitatlized and clean dep down. That's why it's so special to me.

My shower is always warm and feels comfortable. it is small, which gives it a cozy effect like a quaint cottage. The fragrance of my shampoo is in the air, giving it the quality of a fresh picked bouquet. The soft sprinkle of water reminds me of a rainy spring day with fresh foilage growing underfoot. The overall effect is a disirable sensation.

When I am standing or moving I think about my thoughts exceedingly well. This is a reason the shower helps me think about problems or concerns in my life. This makes it a decidedly easy place to think; it retains an aura of originality, sparked form cleanliness.

Being in the shower is also a time to be myself, with no interuptions. If I'm in my room or the living room, my mother often wil interupt my activities by giving me a chore, or the phone might ring. When i am in the shower I endure no interuptions and have time to myself. This is important in a large family. It's a haven to just get away from it all and relax.

The shower was a novel idea which I am greatly appreciative of, and revitatlized by. It calms me and adds a briskness to a daily routine. The shower is a unique and private place for me to relax in and be my self.

Students were asked to draw and write about a special place.

The writer:

- demonstrates success in writing a wide range of different types of writing; for example, essay, narrative, persuasion, and technical writing;
- sustains coherence and cohesion throughout writing;
- demonstrates the ability to view writing from a reader's perspective (sense of audience);
- consciously varies writing to suit audience needs;
- uses a wide range of words that clearly and precisely convey meaning in a particular piece of writing;
- uses a variety of simple, compound, and complex sentences appropriate to text form;
- edits own writing independently, during and after composing;
- selects and makes appropriate use of writing conventions; for example, punctuation, grammar, organization, presentation, and layout;
- is beginning to convey mood, atmosphere, and shades of meaning; and/or
- takes notes, selects and synthesizes relevant information, and uses plans when writing.

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Revisions for Young Writers

Writers at every level–from beginning to professionals–need to revise their drafts to bring them to publication quality. Developing writers revise primarily to clarify and add more information. Fluent writers streamline their writing and remove clutter.

NOTE: Revision is always easier if the writer has selected her/his own topic and has written from personal experience. The writer relates personal knowledge about the subject and can find incongruities and inaccuracies.

Kinds of Revisions

Additions

Additions might be the following:

- more coloring in picture writing
- more elements to picture writing
- more letters per word
- more words per sentence
- more sentences
- more action in picture writing
- more expression of feelings
- concrete examples
- cause and effect
- explanation
- specific nouns
- proper nouns
- descriptive words: verbs, adverbs, and adjectives
- sound effects
- literary devices

Substitutions

Substitutions are more difficult for young writers than additions.

Substitutions might be the following:

- synonyms
- phrases
- verb tenses
- sentences
- points of view

FOR REVIEW PURPOSES ONLY

Freeman, M. S. (1999). *Building A Writing Community: A Practical Guide*. Maupin House Publishing

Deletions
Deletions are more difficult than substitutions. All writers cherish what they write.

Deletions might be the following:
- repeated words
- extra words
- dialogue that does not advance the plot

Reorganization
Organization is a high-level thinking skill. It requires an ability to put events in sequence, arrange objects or symbols in order, sort information, make comparisons, group like things together, and manage space.

Reorganization requires writers to see the inaccuracies in their organization and then do something about them. *It is the most difficult revision skill of all for young writers.*

Reorganization might be the following:
- moving words
- moving sentences
- changing order of paragraphs
- changing beginnings or endings
- changing the point of view

Section VI

Concepts of Print

Rationale
This assessment helps teachers understand what each child knows specifically about book concepts, directionality, and concepts of letters, words, and punctuation. **Teachers' observations are crucial and critical factors to inform their decisions about whom and when to assess.**

Definition
Concepts of print is the knowledge of print awareness and book handling skills.

Assessment Guidelines

Materials
Select an emergent-level book that has the features listed below:

1. The book should be developmentally appropriate and reflect the child's interests and literacy experiences.

2. The book should contain at least one example of the following features:
   - Print and illustration on a single page or two consecutive pages;
   - Multiple lines of text on a single page and single lines of text for word concepts;
   - A variety of punctuation marks; i.e., periods, question marks, exclamation marks, quotation marks, and commas; and/or
   - Appropriate size print.

Procedure
1. The assessment area should be quiet and free from major distractions. Generally, a small table where you can sit beside the child is sufficient.

2. Preview the teacher prompts on the Concepts of Print chart (page 6.4). Mark locations in the book where you will ask specific questions.

NOTE: Post-it notes labeled with the teacher prompts from page 6.3 will make the task easier. This will make it possible to move smoothly through the book, reading the text to the child and asking the appropriate question when the opportunity arises.

3. Record anecdotal observations of students' behaviors as they use the book.

4. The Concepts of Print chart gives the teacher's words for each section of this assessment. Begin by giving a text to the student. Be sure to hold the text by the spine of the book to avoid guiding the student in the use of the book.

5. Place a check (√) in the column for a correct response. Mark a dot (•) in the column for an incorrect or no response. Record the incorrect response in the "Comments" column.

6. If the child struggles with the tasks on the Concepts of Print assessment, discontinue and finish reading the book to the child. Make the experience a positive one.

7. Total the number of correct responses, and record in the score box and on the Student Profile form.

Analysis

The teacher analyzes the child's correct and incorrect responses and the teacher's observations of the child's behavior about book features to determine concepts of print strengths and areas of instructional strategies. The teacher may use the bracketed concepts to help in the analysis of the child's performance and begins analysis by categorizing the child's response by concept. If a child has difficulty with the concept of letter, the next level of analysis is to generate several questions about the child's performance. Are the errors the child made due to the form of the letters; i.e., font style or size; the language that was used in describing the letters; i.e., capital, rather than big letters; or was the difficulty in the child's understanding of the spatial positioning of the letter; i.e., first, last? The teacher realizes that the two prompts used for punctuation marks are quite different (name or function). Did the use of one prompt affect the student's performance? The outcome of this type of analysis will help guide the teacher's instructional decisions.

NOTE: Sometimes children become confused about book, print, and reading concepts as they are learning. Reassessing **some** children on the **entire** Concepts of Print assessment may be warranted, especially if a child is making slower progress than would be expected.

It is **not necessary**, however, to re-administer the entire Concepts of Print assessment to **every child**. For some children, it is sufficient to re-administer only the sections on which the child has difficulty.

Teachers will gain useful information regarding the student's performance as they reflect on answers to the following questions and/or statements.

What does the child control and what does the child still need to learn in each of the following categories:

- book concepts
- directionality
- concepts of letter
- concepts of word
- punctuation
- reading concepts

Many of the materials included in the Michigan Literacy Progress Profile were adapted from: Clay, M. M. (1993). *An Observation Survey of Early Literacy Achievement*. Heinemann

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Concepts of Print–Individual Score Sheet

Number correct = score for Concepts of Print

Student's Name _____

Code: [√] Correct response

Date _____

[•] Incorrect response or no response

Grade Level _____

	Score	Comments
The student POINTS to:		
1. the front of the book		
2. the back of the book		
3. the title		
4. the text		
5. where to begin reading the story		
6. the direction in which to read (left to right)		
7. where to go next at the end of the line		
8. words one-to-one as the teacher reads one page (voice-print matches)		
9. the first word on the page		
10. the last word on the page		
The student FRAMES:		
11. one word/two words		
12. the first letter in a word		
13. the last letter in a word		
14. one letter/two letters		
15. The student points to and names any three letters on the page (_ _ _).		
The student POINTS to or FRAMES:		
16. a capital letter		
17. a small letter		
18. a period (.)		
19. a question mark (?)		
20. an exclamation mark (!)		
21. quotation marks (" ")		
22. a comma (,)		

SCORE: Total Number Checked [ ]

Adapted from: Clay, M. M. (1993). *An Observation Survey of Early Literacy Achievement.* Heinemann

Concepts of Print

No.	Concepts	Prompts	Responses/Scores
1.	FRONT COVER *(Book Concepts)*	**Show me the front of this book.**	One point for the correct response
2.	BACK COVER *(Book Concepts)*	**Show me the back of this book.**	One point for the correct response
3.	THE TITLE *(Book Concepts)*	**Show me the name of this book or story.**	One point for pointing to the title on the cover or title page
4.	PRINT CARRIES THE MESSAGE *(Reading Concepts)*	**Show me where I start reading.**	One point for print, zero points for the picture
5.	BEGINNING OF TEXT *(Directionality Concepts)*	**Show me with your finger where I have to begin reading.**	One point for pointing to the first word
6.	LEFT TO RIGHT; TOP TO BOTTOM *(Directionality Concepts)*	**Show me with your finger which way I go as I read this page.**	One point for moving left to right on the page with a finger
7.	RETURN SWEEP *(Directionality Concepts)*	**Where do I go then?**	One point for return sweep (top line to bottom line)
8.	ONE-TO-ONE MATCH *(Reading Concepts)*	**You point to the words while I read the story. (Read slowly but fluently.)**	One point for one-to-one matching of print with the spoken word
9.	FIRST WORD *(Concepts of Word)*	**Use your finger to show me the first word on this page.**	One point for pointing to the first word on the page
10.	LAST WORD *(Concepts of Word)*	**Use your finger to show me the last word on this page.**	One point for pointing to the last word on the page
11.	WORD *(Concepts of Word)*	**Move your fingers (or the cards) until I can see one word. Now show me two words.**	One point for BOTH correct responses

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Concepts of Print (Cont'd)

No.	Concepts	Prompts	Responses/Scores
12.	FIRST LETTER IN A WORD *(Concepts of Letter)*	**Show me the first letter in a word.**	One point for the correct response
13.	LAST LETTER IN A WORD *(Concepts of Letter)*	**Show me the last letter in a word.**	One point for the correct response
14.	ONE LETTER/TWO LETTERS *(Concepts of Letter)*	**Move your fingers (or the cards), and show me one letter. Now show me two letters.**	One point for BOTH correct responses
15.	LETTER NAMES *(Concepts of Letter)*	**Show me three letters that you know on this page, and tell me the name of each one.**	One point for pointing and correctly naming three letters
16.	A CAPITAL LETTER *(Concepts of Letter)*	**Use your finger (the cards) to show me a capital letter.**	One point for pointing to or framing a capital letter
17.	A SMALL LETTER *(Concepts of Letter)*	**Use your finger (the cards) to show me a small letter.**	One point for pointing to or framing a small letter
18.	PERIOD (.) *(Punctuation Marks)*	**What is this called?** **or** **What is this for?**	One point for naming and/or demonstrating an understanding of what a period means
19.	QUESTION (?) *(Punctuation Marks)*	**What is this called?** **or** **What is this for?**	One point for naming and/or demonstrating an understanding of what a question mark means
20.	EXCLAMATION (!) *(Punctuation Marks)*	**What is this called?** **or** **What is this for?**	One point for naming and/or demonstrating an understanding of what an exclamation point means
21.	QUOTATION (" ") *(Punctuation Marks)*	**What are these called?** **or** **What are they for?**	One point for naming and/or demonstrating an understanding of what quotation marks mean
22.	COMMA (,) *(Punctuation Marks)*	**What is this called?** **or** **What is this for?**	One point for naming and/or demonstrating an understanding of what a comma means

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Section VII

Oral Reading

Rationale

Oral reading provides a window for the listener to understand the integration of skills that the child uses to read. Children who read accurately, quickly, and in phrased units, often do better on assessments of reading; their attitudes toward reading are more positive; and they are more likely to read for pleasure. Being able to read fluently plays an important role in becoming a good reader. We also know that the integration of reading skills, using appropriate text level and genre, fosters reading rates and accuracy related to comprehension.

One way to assess fluency is to document in written form the child's oral reading. By listening to, documenting in written form, and observing a child read, teachers gather information about the reading behaviors and cueing systems (meaning, structure, and visual) used by the student. In order to establish instructional priorities for each child in the early stages of literacy development, the teacher may use the Oral Reading assessment. This assessment helps teachers understand what strategies an individual child knows and uses when reading aloud. **Teachers' observations are crucial and critical factors to inform their decisions about whom and when to assess.**

Definition

Observing and creating a written record for a child reading orally is a way of recording fluency, rate, accuracy, and the use of reading strategies. Fluency and rate are not the same but are related. Fluency reflects the ability of the reader to read smoothly, which includes paying attention to punctuation, grouping words into meaningful chunks, and using intonations that reflect the appropriate meaning of text. Rate refers to the speed of oral and/or silent reading as measured in words per minute. Reading strategies include cues such as structure of language, meanings, and visual components.

Assessment Guidelines

The teacher assesses each child individually. The assessment area should be quiet and free from major distraction. The teacher sits at a small table beside the child. Here a book can be placed on the table in front of the child at a comfortable angle and distance. Sometimes classroom teachers take oral reading records into the classroom during small group time and/or during "drop everything and read" time.

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The teacher uses classroom observations to determine if a child is ready to have an oral reading record taken. If the child demonstrates an understanding of words, sentences, and story knowledge, as well as some word recognition skill, s/he may be ready to read a portion of text needed for an oral reading record. The earliest oral reading record may be the "reading" of pictures as the child labels or creates a story based on the child's experience and the pictures. Periodically, the teacher assesses all of the children so records of each child's growth in reading can be maintained. Taking oral reading records more frequently on children who are not making expected progress will help the teacher make informed decisions about what strategies to emphasize during small group guided reading activities.

Running records should be analyzed for student strengths and instructional needs in order to provide criteria for planning future lessons and forming purposeful temporary groups for guided reading. Guided reading lessons use the text level corresponding to the group's instructional level. However, sometimes the group may include a range of reading levels because the students need a lesson pertaining to a specific skill or strategy.

Procedure

1. Select several books that may appeal to the **interests** of the student to be assessed. The books should also be at a **readability level** that matches the student's performance level. Generally, taking a running record at a child's **instructional level** will allow you to obtain the most discriminating information for instruction. Additional oral reading records can be taken to establish the independent level of the student.

2. Sit with the child at a small table where you may hear and record her/his words quickly and accurately.

3. Ask the student to choose a book that s/he would like to read from your book selection.

4. Observe what book cues the student uses as s/he prepares to read the text; i.e., pictures on front of the book and the title.

5. Ask the student to **give a prediction** regarding what might take place in the book, and record the prediction.

6. Say to the student: **I want to write down everything you do correctly as you read, so I am going to be writing down a lot of your words. I will try to write quickly, but I want to be accurate. Please read at a comfortable rate so we can both understand the story.**

7. Then turn to the **100-plus word passage** that you have pre-selected for the student to read aloud. Generally, this passage should be at the beginning of the book, or you need to set the context for what has occurred prior to the events being read about in the passage.

8. Make a written record of the words the child is reading, using the notation system that has been taught in training.

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ORAL RETELLING OF TEXT JUST READ

1. Continue this assessment by asking the student to **retell** the text portion that was just read orally. Say to the student: **Please tell me what you understand happened in the story that you just read to me. Pretend that I did not hear you read the text and that you want me to know what happened.**

2. Using the narrative or informational retelling rubric that is provided, record the level that the student's retelling is most like. It is possible that a student will be at different levels on the rubric for different text qualities.

3. If an emergent reader is unable to gain meaning from a story because of multiple errors, the reader may demonstrate comprehension of a story by retelling one that you read aloud to the child. If you believe that further comprehension information may be needed, you may also use the oral/drawing retelling of a teacher-read story.

Recording Student Progress

The teacher will record the book name, book level, accuracy rate, self-correction rate, and rubric scores using the **Oral Reading Fluency Rubric** (page 7.5) and *MLPP 2001* **Retelling Rubric** (pages 7.12, 7.13, and 7.14) for criteria. The level that is the "best fit" for the child's reading performance is located and recorded on the student record under Oral Reading. Teachers need to specify the student's **instructional reading level** (the student is able to read a selected passage with 90 to 94 percent accuracy) in order to plan appropriate instruction using suitable materials. It is also helpful to record each student's independent reading level (the student is able to read a selected passage with 95 to 100 percent accuracy) in the Observation/Comments section of the individual Student Profile form. This will help teachers provide students with appropriate books that can be read independently.

Analysis

The analysis of an oral reading record begins by identifying which cueing system the child uses most often. If the child is making substitutions in text that are based totally on one cueing system, then additional instruction to develop awareness and use of other cueing systems would be the next step. A good reader will use visual, meaning, and structure cues flexibly and strategically when trying to determine an unknown word during reading.

Consideration should be given to the accuracy and self-correction rates of the child as s/he reads. If a child makes multiple errors and shows little effort to self-correct, the teacher may wonder if the child views reading as word calling, rather than as making meaning or communicating ideas. Another concern is the child who stops to work on every word for accuracy, relying only on visual cues to determine the word, rather than crosschecking for meaning and structure cues.

A third way to analyze the approximations that the child made while reading is to categorize the types of words that created difficulty for her/him. Are the words names or technical terms that are connected to the content and may reflect a lack of background knowledge about the text?

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Oral Reading Record

Student's Name_____ Age _____ Date _____ Grade _____

Text Difficulty	Text Familiarity
☐ Easy Text (95–100% Correct)	☐ Not Previously Read
☐ Instructional Text (90–94% Correct)	☐ Previously Read
☐ Hard Text (Below 90% Correct)	

Text Title:_____ Text Level:_____

Total Words	− Errors	=	÷ Total Words	x 100 =	% Accuracy Rate
☐	☐	☐	☐		☐

Example Scoring: 98 words read minus 6 errors equals 92. Then divide 92 by 98, and multiply by 100, and you will find the 93% **accuracy rate.** Do not round off the number.

$$\frac{\text{Total Errors + Total Self-Corrections}}{\text{Total Self-Corrections}} = \text{Rate of Self-Corrections}$$ ☐ :

Competencies:
(Check observed behavior.)
- ☐ Self-monitors
- ☐ 1-to-1 matching
- ☐ Directionality

At an unknown word, the child attempts to use:
(Check observed behavior.)
- ☐ Meaning or picture cues; or
- ☐ Sentence structure; and/or
- ☐ Visual letter/sound identification.

The child self-corrects by attempting to use:
(Check observed behavior.)
- ☐ Meaning or picture cues; or
- ☐ Sentence structure; and/or
- ☐ Visual letter/sound identification.

Fluency:
(Check one.)
- ☐ Fluent, phrased reading (4)
- ☐ Mixed word-by-word and phrased reading (3)
- ☐ Mostly word-by-word reading (2)
- ☐ All word-by-word reading (1)
- ☐ Appropriate expression/intonation

Retelling:
(Write the score from the rubric in the box. For additional information, see the individual student rubric sheet.)

Narrative	Informational
☐ Gist/Main idea	☐ Gist/Central purpose
☐ Story/element	☐ Restatement/elements
☐ Organization	☐ Organization
☐ Linguistic spillover	☐ Linguistic spillover

Comments:

_____

_____

_____

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Oral Reading Fluency Rubric

4 **Fluent, phrased reading**
The student reads primarily in larger meaningful phrases with fluent, phrased reading and a few word-by-word slowdowns for problem-solving. The reader uses expressive interpretation at places throughout the reading with appropriate attention to punctuation and syntax. Rereading for problem-solving may be present, but the reading is generally fluent.

3 **Mixed word-by-word and phrased reading**
The student reads using a mixture of word-by-word reading and fluent, phrased reading with expressive interpretation. There is evidence of attention to punctuation and syntax, and reading for problem-solving may be present.

2 **Mostly word-by-word reading**
The student reads mostly word by word but uses some two-word phrasing and even a couple of three- or four-word phrases as expressive interpretation. There is inconsistent evidence of awareness of syntax and punctuation. Some rereading for problem-solving may be present.

1 **All word-by-word reading**
The student reads with very little fluency using all word-by-word reading with some long pauses between words. There is almost no recognition of syntax or phrasing or expressive interpretation. The reader demonstrates very little evidence of awareness of punctuation. The phrasing may have occasional two-word couplets but generally provides a non-fluent effect with some awkward word groupings.

Oral Reading Record–Individual Score Sheet

Student's Name _____ Age _____ Date _____ Grade _____

Running Record Worksheet

Page	Title	Level	E	SC	Information used: MSV	Information used: SC MSV

E – Error SC – Self-Correction M – Meaning S – Syntax V – Visual

Retelling

Rationale

Retelling is a skill that has lifelong benefits in everyday activities; for example, relating of daily information, use in our legal system as testimony, and interaction in social activities such as jokes and gossip. In addition, retelling serves as both an effective instructional and assessment tool in the language arts area.

When used as an instructional strategy, retelling has been found to improve story comprehension, sense of story structure, and oral language complexity (Morrow, 1988). Students often may not inherently understand the parts of visual, oral, or written text and may not be able to construct elements of text successfully. Therefore, it is important that teachers instruct students in organizational patterns that support the comprehension of all means of communication.

As an assessment tool, retelling provides information on comprehension, sense of story structure, and oral language complexity. Retelling assessment allows teachers to have insight into how students are organizing and processing text. One advantage of retelling over the practice of assessing comprehension through questions is that "retelling allows a reader or listener to structure responses according to personal and individual interpretations of the text" (Morrow, 1998, p. 128).

Definition

Retelling is the process of constructing meaning from the original visual, oral, or written text, and relaying this meaning to another in the communicator's own words with the intent of being faithful to the author's intended meaning. In student terms, it is telling or writing about a text in her/his own words.

Operational Terms

Narrative

Gist/Main Idea	The essentials or central meaning of a story aside from the details.
Plot/Main Idea	What the story is about in "headline" form.
Lesson Learned	The lesson learned from the story. This may also be referred to as the theme.
Story Elements	The story includes main characters, setting, problem, major events, resolution, and their connection to one another.
Organization	Story events are told in an appropriate order with a beginning, a middle, and an end.
Linguistic Spillover	Students indicate they are internalizing many features of the original text by using language, conventions, and/or format from the text.

Informational

Gist/Central Purpose	Focuses on the big ideas of the selection. The big ideas are combined to form a central idea statement.
Restatement/Elements	
Important Elements	Important or major elements form the central purpose. They elaborate or provide examples of the central purpose.

Supporting Elements	Information that describes or explains important elements is identified. Supporting elements go together to form important elements.
Organization	Important and supporting elements are logically presented and connected.
Linguistic Spillover	Students indicate they are internalizing many features of the original text by using language, conventions, and/or format from the text.

Retelling Modes

Oral-to-Oral	The teacher reads aloud from a text; students retell orally. Where appropriate, students may be encouraged to draw for the purpose of organizing ideas prior to oral retelling.
Oral-to-Written	The teacher reads aloud from the text; students retell it in writing.
Written-to-Oral	Students read the text and retell it orally.
Written-to-Written	Students read the text and retell it in writing.

Text Level/Reading Competency

Independent/Easy: 95–100%
Instructional: 90–94%
Hard/Frustration: 89% or lower

Unguided Retelling	Students retell without intervention from teachers, peers, or other listeners (Glazer & Brown, 1993). This is the format recommended for the *MLPP 2001*.
Guided Retelling	The teacher intervenes in the form of prompt questions, typically used when a child experiences difficulty (Glazer & Brown, 1993). Prompts are a means of instruction and not appropriate in an assessment context.

Guidelines for Selecting Text for Retelling

In selecting materials for assessment purposes, the following information on genre, text difficulty, delivery mode, text length, and text features should be considered:

1. **Genre** The selections used for assessment purposes should be of the same genre types that have been studied in the classroom.

2. **Text Level/Reading Competency** A teacher should take into consideration levels of text difficulty or reading competency for each child; for example, independent/easy—95% and above, instructional—90–94%, and hard/frustration—89% and lower.

3. **Retelling Modes** The Retelling assessment is intended to be used after students have had some guidance and practice with retelling as an instructional tool. Therefore, the delivery mode of the assessment task should be consistent with the instructional format being used in the classroom; i.e., oral-to-oral, oral-to-written, written-to-oral, or written-to-written. The following guidelines will help facilitate the selection based on the delivery mode:
   - **Oral-to-Oral** Since this delivery mode will be measuring a student's listening comprehension, any text level that is age and content appropriate may be used.
   - **Oral-to-Written** Since this delivery mode will be measuring a student's listening comprehension, any text level that is age and content appropriate may be used.
   - **Written-to-Oral** Since the primary focus of the Retelling assessment is to measure comprehension and not oral reading accuracy, the text should be at a student's independent/easy level (95% or higher on an oral reading record).

- **Written-to-Written** Since the primary focus of the Retelling assessment is to measure comprehension and not oral reading accuracy, the text should be at a student's independent/easy level (95% or higher on an oral reading record).

4. **Length of Text** Length of text will depend on student experience with retelling and with a particular genre. Initial material should be short and well structured so students can learn the process of retelling and the characteristics of a particular genre. As they develop proficiency, students can move toward retelling longer and more complex text.

5. **Text Features** The following factors should also be considered by the teacher and the district in selecting texts for assessment and instruction:

   - Familiar concepts or concepts that can be scaffolded for the reader;
   - Interesting and engaging text both in format and content;
   - Text providing opportunities for problem-solving, searching, checking, and confirming for meaning;
   - Illustrations and pictures which support the reader's search for meaning;
   - Illustrations which extend the meaning;
   - Appropriate number of words on a page and length of text;
   - Clear text layout and print;
   - Variety of genre, informational as well as narrative;
   - Complexity of ideas from literal to abstract;
   - Variety of text structure (hierarchical, sequential, cause and effect, and problem-solution); and
   - Language structure which moves from simple to more complex.

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NOTE: The Retelling assessment should be consistent with retelling instruction and with the child's level of reading competency. Therefore, *all children in a classroom may not be assessed using the same retelling mode of the same text.* Example 1: A teacher may use the same fable with the classroom, but one group may engage in an oral-to-written retelling, and another group may do a written-to-written retelling. The decisions should be based on the teacher's observation of each student's reading and/or writing ability. Example 2: A teacher may have all students engaged in a written-to-written retelling but provide each student with a text at her/his independent level.

Assessment Procedure

Retelling for assessment purposes should be conducted without prompts, props, or any referral to text/story during retelling. Individual predictions based on the title are encouraged, but the text/story should not be discussed with the child prior to the retelling or after the listening/reading. Students should retell, whether oral or written, immediately after listening or reading the text. Appropriate directions based on the delivery mode of the retelling should be selected; for example, oral-to-oral, oral-to-written, written-to-oral, or written-to-written. After the teacher assesses the student, the score is recorded on the Student Profile form.

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Directions: Oral-to-Oral (may include drawing)

1. The teacher provides a task process explanation; for example, **Here's what we are going to do . . . , Why we are going to do it . . . , and How we are going to do it . . . .**

2. The teacher reads the title and asks: **What do you think this will be about?**

3. The student shares a prediction with the teacher.

4. The teacher reads the passage aloud. **Listen to understand the story/information.**

5. The teacher rereads the passage. **Listen one more time so you can retell to a friend who has not heard it so your friend can understand it as well as you did.**

6. The student engages in retelling. **Retell the story/information as if you were telling it to a friend who has never heard it.**

7. The teacher scores the student's retelling using the appropriate rubric and records the score on the Student Profile form.

Directions: Oral-to-Written (may include drawing)

1. The teacher provides a task process explanation; for example, **Here's what we are going to do . . . , Why we are going to do it . . . , and How we are going to do it . . . .**

2. The teacher reads the title and asks, **What do you think this will be about?**

3. The student writes a prediction.

4. The teacher reads the passage aloud. **Listen to understand the story/information.**

5. The teacher rereads the passage. **Listen one more time so you can retell to a friend who has not heard it so your friend can understand it as well as you did.**

6. The student engages in a written retelling. **Retell the text/story in writing for a friend who has not heard or read it so your friend can understand it as well as you did.**

7. The teacher scores the student's retelling using the appropriate rubric and records the score on the Student Profile form.

Directions: Written-to-Oral

1. The teacher provides a task process explanation; for example, **Here's what we are going to do . . . , Why we are going to do it . . . , and How we are going to do it . . . .**

2. The teacher asks the student to read the title and write a prediction about the story's content.

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3. The teacher provides directions: **Read the text as many times as you like to help you understand the story/information. When you are finished, I will ask you to retell the story/information as if you are telling it to a friend who has not heard or read the story so your friend can understand it as well as you did.**

4. The student reads the passage.

5. The student engages in an oral retelling. **Retell the text/story for a friend who has not heard it before so your friend can understand it as well as you did.**

6. The teacher scores the student's retelling using the appropriate rubric and records the score on the Student Profile form.

Directions: Written-to-Written

1. The teacher provides each student with a copy of the text.

2. Copies should be folded so only the title is seen.

3. Retelling Procedure

Part 1, Predicting (based on the title)

Each student writes a one- or two-sentence prediction about the text content.

Part 2, Reading

a. Directions

Read the text as many times as needed. The goal is to understand and recall the main ideas in the text, not to memorize the story/information. You should retell the story/information in your own way. When you are finished, you will be asked to retell the story for a friend who has not heard or read it so your friend can understand it as well as you did.

b. Everyone reads the text silently.

Part 3, Retelling

Retell the text in writing for a friend who has not read the selection so your friend can understand it as well as you did. Once you start your retelling, you may not look back at the text.

4. The teacher scores the student's retelling using the appropriate rubric and records the score on the Student Profile form.

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Retelling procedures adapted from: Cambourne, B. & Hazel. (1987). *Read & Retell.* Portsmouth, NH: Heinemann

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Student's Name _____ Date _____ Grade Level _____
Teacher _____ School _____

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MLPP 2001 RETELLING RUBRIC FOR GRADES KINDERGARTEN–TWO
NARRATIVE TEXT

Qualities of Retelling	4–Mature	3–Capable	2–Developing	1–Beginning
Gist/Main Idea • Lesson Learned • Plot Main Idea	Retelling includes a **clear** generalization that states or implies the plot main idea **and** lesson learned.	Retelling includes a **generalization** that states or implies the plot main idea from the story.	Retelling indicates **inaccurate** or **incomplete** understanding of plot main idea.	Retelling includes minimal or no reference to, or understanding of, plot main idea.
Story Elements	Retelling contains a **clear** statement of **all** story elements (main characters, setting, problem, major events, and resolution) and their connection to one another.	Retelling contains a clear restatement of **most** story elements (main characters, setting, problem, major events, and resolution) and their connection to one another.	Retelling contains a restatement of **some** story elements with minimal connections to one another.	Retelling contains **minimal** restatement of story elements.
Organization	Events are retold following a **logical** sequence with a beginning, a middle, and an end.	Events are retold **mostly** in appropriate order with a beginning, a middle, and an end.	Events are retold in a **somewhat disconnected** fashion. The beginning or middle or end may be deleted.	Events lack sequence.
Linguistic Spillover	Use of language, conventions, and/or format from the selection reflects an **elaborated** and **personalized** understanding of the story.	Use of language, conventions, and/or format from the selection indicates **basic** understanding of the story.	Use of language, conventions, and/or format from the selection may indicate **superficial** understanding.	Retelling includes **little** or **no** use of language, conventions, and/or format from the story.

Date	Text Title/Level	Mode	Prediction	Gist	Elements	Organization	Linguistic Spillover

Key: **Mode** O/O: Oral-Oral O/W: Oral-Written W/O: Written-Oral W/W: Written-Written **Level** IN–independent IS–instructional H–hard/frustration
Prediction R–reasonable U–unreasonable N–no response

Additional observations:

7.12

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Student's Name _____ Date _____ Grade Level _____

Teacher _____ School _____

MLPP 2001

MLPP 2001 RETELLING RUBRIC FOR GRADES THREE–FIVE
NARRATIVE TEXT

Qualities of Retelling	4–Mature	3–Capable	2–Developing	1–Beginning
Gist/Main Idea: • Lesson Learned • Plot Main Idea	Retelling includes a **clear** generalization that states or implies the plot main idea **and** lesson learned.	Retelling includes a **generalization** that states or implies the plot main idea and lesson learned from the story.	Retelling indicates **inaccurate** or **incomplete** understanding of plot main idea.	Retelling includes minimal or no reference to, or understanding of, plot main idea.
Story Elements	Retelling contains a **clear** statement of **all** story elements (main characters, setting, problem, major events, and resolution) and their connection to one another.	Retelling contains a **clear** restatement of **most** story elements (main characters, setting, problem, major events, and resolution) and their connection to one another.	Retelling contains a restatement of **some** story elements with minimal connections to one another.	Retelling contains **minimal** restatement of story elements.
Organization	Events are retold following a **logical** sequence with a beginning, a middle, and an end.	Events are retold **mostly** in appropriate order with a beginning, a middle, and an end.	Events are retold in a **somewhat disconnected** fashion. The beginning or middle or end may be deleted.	Events lack sequence.
Linguistic Spillover	Use of language, conventions, and/or format from the selection reflects an **elaborated** and **personalized** understanding of the story.	Use of language, conventions, and/or format from the selection indicates **basic** understanding of the story.	Use of language, conventions, and/or format from the selection may indicate **superficial** understanding.	Retelling includes **little or no** use of language, conventions, and/or format from the story.

Date	Text Title/Level	Mode	Prediction	Gist	Elements	Organization	Linguistic Spillover

Key: **Mode** O/O: Oral-Oral O/W: Oral-Written W/O: Written-Oral W/W: Written-Written **Level** IN–independent IS–instructional H–hard/frustration
Prediction R–reasonable U–unreasonable N–no response

Additional observations:

7.13

SCHOLASTIC

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Student's Name _____ Date _____ Grade Level _____

Teacher _____ School _____

MLPP 2001

MLPP 2001 RETELLING RUBRIC FOR GRADES KINDERGARTEN–FIVE
INFORMATIONAL TEXT

Qualities of Retelling	4–Mature	3–Capable	2–Developing	1–Beginning
Gist/Central Purpose	Retelling indicates a **clear** and **elaborated** understanding of the central purpose of the selection.	Retelling indicates a **basic** understanding of the central purpose of the selection.	Retelling indicates an incomplete or inaccurate understanding of the central purpose of the selection.	Retelling includes **no** understanding of the central purpose of the selection.
Restatement/Elements	Retelling contains a **clear** and **accurate** restatement of important and supporting elements. May contain related prior knowledge.	Retelling contains a clear and accurate restatement of **most** important and supporting elements.	Retelling lacks important elements and/or contains inaccurate information.	Retelling is **minimal and inaccurate.**
Organization	Important **and** supporting elements are logically presented and **clearly** connected.	**Most** important and supporting elements are logically presented and connected.	Elements are presented in a random or disconnected order.	There is **little or no** development of elements.
Linguistic Spillover	Use of language, conventions, and/or format from the selection reflects an **elaborated** and **personalized** understanding of the information.	Use of language, conventions, and/or format from the selection indicates **basic** understanding of the information.	Use of language, conventions, and/or format from the selection may indicate **superficial** understanding.	Retelling includes **little or no** use of language, conventions, and/or format from the selection.

Date	Text Title/Level	Mode	Prediction	Gist	Elements	Organization	Linguistic Spillover

Key: **Mode** O/O: Oral-Oral O/W: Oral-Written W/O: Written-Oral W/W: Written-Written **Level** IN–independent IS–instructional H–hard/frustration

Prediction R–reasonable U–unreasonable N–no response

Additional observations:

7.14

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Section VIII

Letter/Sound Identification

Rationale

Having the ability to match letters and sounds helps children develop an understanding of words and spelling patterns. In establishing instructional priorities in the use of words and conventional spelling knowledge for each child in the early stages of literacy development, the teacher will use the Letter/Sound Identification assessment. This assessment identifies what individual children know specifically about letter/sound identification. **Teachers' observations are crucial and critical factors to inform their decisions about whom and when to assess.**

Definition

Letter/sound identification is recognizing upper and lower case letters and identifying appropriate sounds for each letter symbol.

Assessment Guidelines

Materials

The teacher uses the upper case and lower case alphabet sheets found on pages 8.4 and 8.5. It is suggested the teacher have these sheets laminated.

Procedure

1. Administer the assessment to individual children. The assessment area should be quiet and free from major distractions. Generally, a small table where you can sit beside the child is sufficient. Turn the alphabet sheets face down until you are ready to use them.

2. At emergent level, stop if the child struggles and begins to show frustration. Mark the *stop point* on the answer sheet.

3. Say to the child: **I'm going to show you some letters. Let's see how many you know.** Then, beginning with the upper case letters, ask the child to **name each letter** as you point to it. Use a *masking card* to cover rows below the row the child is looking at. Move across the lines from left to right as you or the child points to the letters so the child is asked to identify the letters in random order. If the child gives you a sound or word, say: **You are right. That letter has that sound, but can you tell me the name of that letter?** Repeat with the lower case letter card saying: **Name each letter.**

   If the child is unsuccessful, remove the masking card. Ask the child to look over the letters and tell you any s/he may know. Highlight the letters used in her/his name.

4. Use the lower case letter card a second time, and say: **Make the sound the letter makes.** Use a *masking card* to cover rows below the row the child is looking at. Move across the lines from left to right. Letters on the task sheet have been randomized.

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5. If the child experiences difficulty focusing on one letter at a time, use a window card that has a square shape just big enough to show the letter. Cut out the square in the center of the card to highlight individual letters.

6. Reassess periodically until the child demonstrates knowledge of both letter names and sounds. Then observe beginning use of letter names in classroom activities.

7. Mark the answer sheet by putting a check (√) in the "N" column for a correct letter name response. Check the "S" column for a correct sound response. Record incorrect responses in the "I.R." column.

   If the child tells you a word that begins with the letter, you may record that in the "Word" column for your own information, but it does not affect the score.

8. Score one point for each correct *letter name* (total possible 54).

9. Score one point for any one *letter sound* that is acceptable for that letter (total possible 26).

10. Record student's score on the Student Profile form.

Analysis

The teacher analyzes correct and incorrect responses along with observations of the child's behavior in order to inform instructional priorities for that child.

Teachers will gain useful information regarding the student's performance as they reflect on answers to the following questions and/or statements:

- Does the student's speed of response indicate that s/he is moving toward automatic recognition of the letter?
- When the student exhibits confusion in letter recognition, is it due to the letters being visually similar; i.e., d/b/p/q and m/w, or auditorily similar; i.e., m/n, j/g, and w/y?
- When the student provides an incorrect answer, are you confident that the student has a strategy for providing answers, or are her/his responses simply random guesses?
- When the child provides an incorrect letter, are the letters supplied in the child's name? This may indicate that the child is not selecting responses based on knowledge of letter differentiation; rather, the answers are selected from a limited repertoire of frequently used letters.
- The incorrect responses reflect frequently occurring letters in text, such as *t*, *s*, and *m*. Does the child respond using one letter more often than a random error might allow; i.e., m/m, m/n, and m/u?

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Letter/Sound Identification–Individual Score Sheet

Student's Name _____ Date _____ Grade _____

√ in "N" column for letter name response
√ in "S" column for letter sound response
Record word in "Word" column for word response.
Record the child's response in "I.R." column for incorrect response.

	N	I.R.		N	S	WORD	I.R.
A			a				
F			f				
K			k				
P			p				
W			w				
Z			z				
B			b				
H			h				
O			o				
J			j				
U			u				
			q				
C			c				
Y			y				
L			l				
Q			q				
M			m				
D			d				
N			n				
S			s				
X			x				
I			i				
E			e				
G			g				
R			r				
V			v				
T			t				
			g				
26			28		/26		

Letter Name Total Score /54

Letter Sound Total Score /26

Observations

Note such things as:

- Speed of response;
- Confusions; e.g., b/d; and
- Patterns of response.

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Clay, M. M. (1993). *An Observation Survey of Early Literacy Achievement*. Heinemann

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A F K P W Z

B H O J U

C Y L Q M

D N S X I

E G R V T

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a	f	k	p	w	z
b	h	o	j	u	a
c	y	l	q	m	
d	n	s	x	i	
e	g	r	v	t	g

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Section IX

Sight Word/Decodable Word List

Rationale

Once children are able to use several sources of information effectively while reading, they will be on the way to becoming more fluent. Knowledge of sight words and efficiency in word recognition help children develop their understanding of increasingly complex pieces of written language. It helps them develop speed and accuracy. To establish instructional priorities for each child in the early stages of literacy development, the Sight Word/Decodable Word List assessment will be administered. This assessment helps teachers understand what an individual child knows specifically about word recognition. **Teachers' observations are crucial and critical factors to inform their decisions about whom and when to assess.**

Definition

Word recognition has two equally important aspects. First, a reader must have a large sight word vocabulary (words recognized automatically). Second, a reader must have multiple strategies for decoding (using knowledge of sound/symbol correspondences) to identify unfamiliar words.

Assessment Guidelines

Children should be assessed individually. The assessment area should be quiet and free from major distraction. Generally, a small table where the teacher can sit beside the child is sufficient.

Procedure

1. Using a card or cover sheet, slowly expose one word at a time starting with the *Pre-primer* word list. Move from one list to the next until the child either misses five consecutive words or seven words on any one list.

2. If a child misses five consecutive words, remove the card or cover sheet, and ask the child: **Do you know any of the other words on the list?**

3. Place a check (√) in the column next to the word if the child *correctly* identifies the word. Record *incorrect* responses (mispronunciations/substitutions) next to the word on the child's Individual Score Sheet.

4. Total the number of correct responses in each completed column.

5. On the child's Individual Score Sheet, identify and record the score of the highest list where the student received a minimum of 13.

6. Record the student's score on the Student Profile form.

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Analysis

The teacher analyzes incorrect responses, mispronunciations, and substitutions to determine the child's strengths and areas for instruction; for example, reversals, word families, chunking, recognition of decodable words, and words which are highly abstract or concrete. Another area to consider is the relationship of the child's performance on this assessment and her/his writing and oral reading performance.

Teachers will gain useful information regarding the student's performance as they reflect on answers to the following questions:

- Is the student able to respond to the word list with a pace that indicates an automatic recognition of the word?
- Are there patterns of response in the errors; i.e., did the error match the given word in the beginning, middle, and/or ending letters?

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Sight Word/Decodable Word List–Individual Score Sheet

MLPP 2001

Student's Name _____ Date _____ Grade _____

Emergent — Developing — Fluent

Pre-Primer		Primer		Grade One		Grade Two		Grade Three	
and		there		each		still		complete	
to		do		like		food		anything	
you		how		through		room		wear	
that		about		new		money		sheep	
was		some		good		morning		nation	
they		these		any		noticed		blow	
his		would		right		begins		peace	
at		has		also		weather		climate	
from		him		come		friend		rough	
I		see		because		sent		struck	
not		could		does		insects		speaking	
had		make		say		trade		magic	
what		who		give		clock		lion	
all		get		air		gate		crowded	
an		look		boy		pain		removed	
said		big		mother		breathe		wool	
man		home		point		pride		worried	
stop		red		move		promise		claws	
map		run		true		clue		stamps	
bad		dog		road		hatch		senses	
Total		**Total**		**Total**		**Total**		**Total**	

SAMPLE

The interlocking circles at the top of this page are to encourage teachers to remember that while the lists are presented under specific grade headings, a student may be within a developmental stage that is not tightly aligned with a grade-level designation. A teacher at any specific grade provides instruction to students who possess a range of knowledge and performance levels.

Adapted from: Taylor, B., Dewitz, P., & Pearson, P. D. (1997). The CIERA early assessment battery for studying schools that beat the odds. Center for the Improvement of Early Reading Achievement

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Sight Word/Decodable Word List

and	not
to	had
you	what
that	all
was	an
they	said
his	man
at	stop
from	map
I	bad

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there	could
do	make
how	who
about	get
some	look
these	big
would	home
has	red
him	run
see	dog

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each	does
like	say
through	give
new	air
good	boy
any	mother
right	point
also	move
come	true
because	road

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still	insects
food	trade
room	clock
money	gate
morning	pain
noticed	breathe
begins	pride
weather	promise
friend	clue
sent	hatch

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complete	speaking
anything	magic
wear	lion
sheep	crowded
nation	removed
blow	wool
peace	worried
climate	claws
rough	stamps
struck	senses

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Section X

Known Words

Rationale
This assessment helps teachers identify specifically what individual children understand about known words in order to establish instructional priorities for each child in the early stages of literacy development.

Writing known words is a factor in effectively relating the meaning of a text. The ability to quickly remember and write words easily and automatically enables more effective communication. This assessment is most useful when a child is reading and writing at the emergent stage. Little information is gained by the teacher after a child can write approximately 50 different words within the ten-minute time limit. **Teachers' observations are crucial and critical factors to inform their decisions about whom and when to assess.**

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Definition
Students need to be able to write words that occur frequently in their reading and writing. This is part of a developmental process in which students learn how to remember and generate whole written words.

Assessment Guidelines

Materials
The teacher provides each child with paper and a writing instrument.

Procedure
1. Children may be assessed as follows:

    - Individually or in a small group. Monitor students closely to prevent copying from the environment or from each other.
    - In a large group. Take students to a gym, cafeteria, or hallway to provide adequate space and little environmental print.

2. Say to the child: **Let's see how many words you can write.**

NOTE: If the child stops writing and has not reached the time limit, the teacher may prompt the child using as many or all of the suggested prompts as necessary.

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Clay, M. M. (1993). *An Observation Survey of Early Literacy Achievement*, Heinemann

Prompts

- **Write your name.**
- **Write the names of people in your family.**
- **Write the names of some numbers.**
- **Write the names of some animals.**
- **Write the names of some colors.**
- **Are there any other words you can write?**
- **Are there any other small words you know, such as I, me, mom, to, the, and, in, do, go, no, and my?**

3. Continue until the child has written all of the words s/he knows. Do not exceed ten minutes.
4. Score one point for each word spelled correctly.
5. Record the student's score on the Student Profile form.

Analysis

The teacher analyzes the words a child is able to write in terms of the child's oral vocabulary and understanding of categories.

Further knowledge will be gained by considering the performance on this task with the performance on Letter/Sound Identification, Hearing and Recording Sounds, Writing, and Phonological Awareness assessments.

Teachers will gain useful information regarding the student's performance as they reflect on answers to the following questions:

- Are the student's incorrect words high-frequency words in text?
- Did the child demonstrate the ability to use analogies?
- What letter chunks are reoccurring in the words that are known?
- Are the known words predominantly phonetically regular words that demonstrate a use of letter-by-letter blending?
- Are the known words predominantly phonetically irregular words that require recognition by sight as whole words?
- Were inflectional endings used to extend the child's list of known words; i.e., look, looked, looking, and looks?
- Did the child use strategies to support her/his selection of words; i.e., color words, action words, and clothing?

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Section XI

Hearing and Recording Sounds

Rationale

This assessment helps teachers understand specifically what individual children know about hearing and recording sounds in words in order to establish instructional priorities for each child in the early stages of literacy development.

Assessing the child's recording of a dictated sentence can determine if the child hears individual sounds buried within words and represents the sounds with appropriate written symbols. **Teachers' observations are crucial and critical factors to inform their decisions about whom and when to assess.**

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Definition

Hearing and recording sounds in words are behaviors that indicate the child's ability to hear individual phonemes and then record them as letters.

Assessment Guidelines

Materials

The directions and scoring guide for administering and evaluating the Hearing and Recording Sounds assessment are needed. The teacher chooses lined or unlined paper for students to use. The choice of paper should reflect the developmental needs of the students and should be consistent with a typical classroom practice.

Procedure

1. The assessment area should be quiet and free from major distractions. Test students individually or in small groups. Select the most appropriate format.

2. Preview the instructions for the Hearing and Recording Sounds assessment.

3. Selected stories have equal value for assessing sounds. Issues of tense, person, and phonetic features have been considered.

4. Assess the student's ability to record sounds.

5. Any of the three stories may be used for repeated assessment.

6. Score one point on the student's paper for each correct response as shown in the directions for administering.

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7. Record any other observations, such as close approximations, significant comments made by the child, and how the child responds to print.

NOTE: The teacher should not score the child's writing and letter formation.

Analysis

Analysis of the student's performance on this assessment is useful for instruction when considered in relationship to the Phonological Awareness assessment, the isolation of sounds, and the symbolic representation in a writing sample.

Teachers will gain useful information regarding the student's performance as they reflect on answers to the following questions:

- What is the child's speed of letter formation?
- How does the speed of response correlate to the results on letter/sound identification?
- Is the child beginning to use visual patterns, i.e., consonant/vowel/consonant pattern or consonant/vowel/consonant/silent/e/?

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Directions for Administering
Hearing and Recording Sounds in Words

Prompt

I am going to read you a story. When I have read it through once, I will read it again very slowly so you can write the words of the story. (Read through the sentences at normal speed.) **Some of these words you may not know. Say them slowly, and think how you would write them.**

Dictate the sentences slowly, word by word. If the child has difficulty, say: **You say it slowly. How would you start to write it? What can you hear? What else do you hear?** If the child cannot complete the word, say: **We'll leave that word. The next word is . . . .**

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1. I see a big cat in the sun. He is
   1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21

   playing with a red ball.
   22 23 24 25 26 27 28 29 30 31 32 33 34 35 36

Scoring: Total Points 36

2. I am going to ride to school
   1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17

   on a yellow bus. I will have
   18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33

   fun!
   34 35 36

Scoring: Total Points 36

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3. **H i s m o m a n d d a d w i l l g o t o**
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19

g e t m e a l i t t l e f u z z y d o g.
20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36

Scoring: Total Points 36

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Scoring Guidelines

Using the student's paper, record one point for each sound (phoneme) the child has recorded. Count only the numbered letters. Extra letters added by the child do not affect scoring. Since this task involves **sound** analysis, accept any letter(s) which represent the same phoneme; for example, accept the following kinds of substitutions even though the spelling is incorrect. Record the student's score on the Student Profile form.

ce	**se**	**cee**	**kat**	**cun**	**plaing**	**placng**	**bal**
see	see	see	cat	sun	playing	playing	ball

scool	**skol**	**schul**	**yelow**	**wil**
school	school	school	yellow	will

hiz	**git**	**litl**	**fuzy**	**fuze**
his	get	little	fuzzy	fuzzy

NOTE: The teacher should be sensitive to the individual child's dialect.

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Section XII

Instructional Resources

(to be mailed at a later date)

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